

THEME

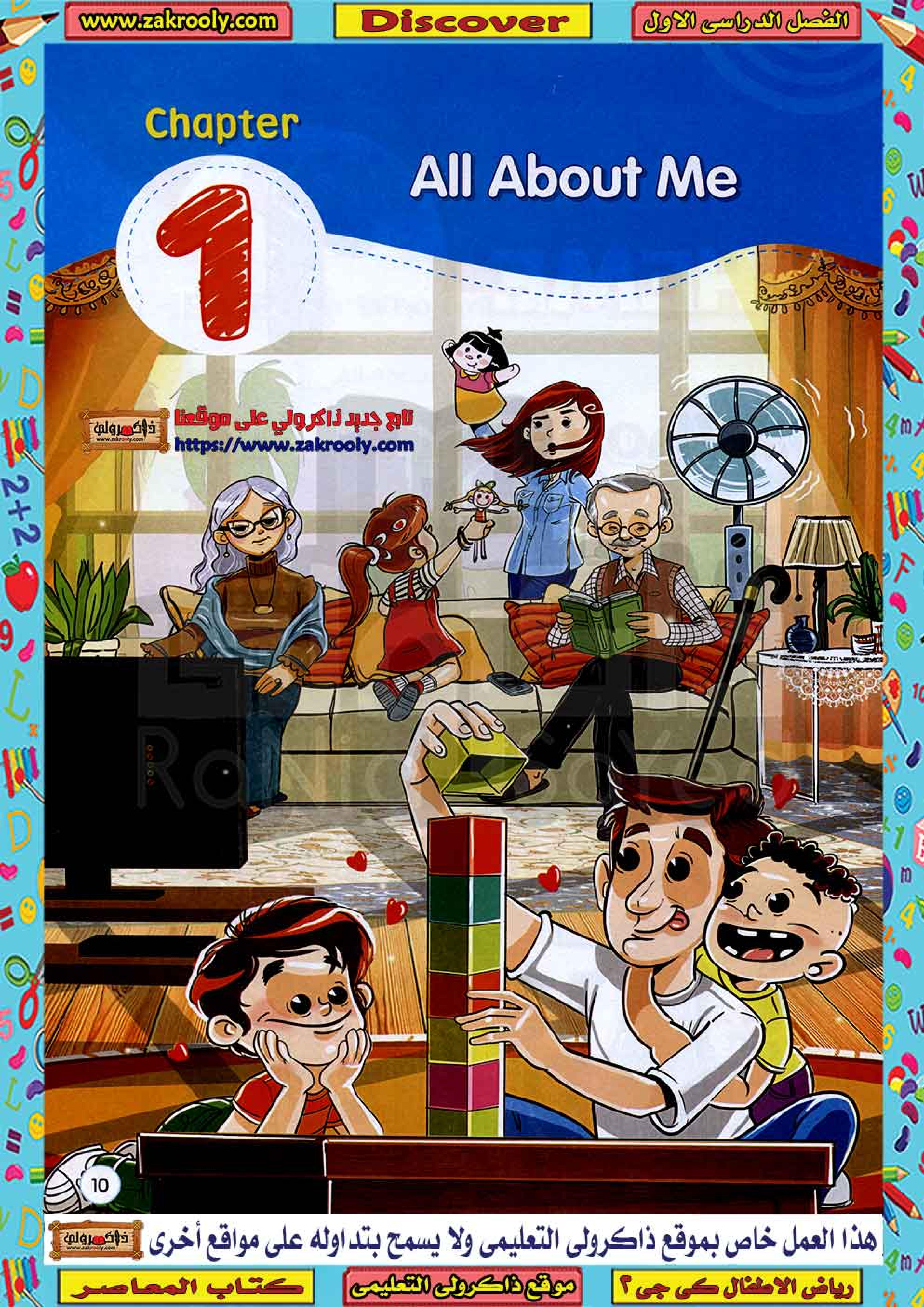


Who Am I ?








Chapter
1
All About Me
تابع جديد ذاكرولي على موقعنا
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Same And Different

Activity 1 Put ✔ in front of the characteristics of each child.

Notes for parents

- Let your child discover the similarities and differences among his/her friends and respect the differences of others.
- **Integration of subjects :** Social studies (accept and respect differences of others) – Science (similarities and differences among humans).
- **Life skills :** Observation – Respect of diversity.







• Discuss with your child the similarities and differences among his/her family members.

Activity 2 Color the circle of the same things in [red] and that of the different things in [blue].



Notes for parents
- Help your child to identify the same things and the different ones.
- **Integration of subjects :** Science (similarities and differences between things) – Art (using colors).
- **Life skills :** Observation – Distinguishing.

Activity (3) Color the circle of animals that can swim in , fly in and run in , then complete.



How many animals can swim ....

How many animals can fly ....

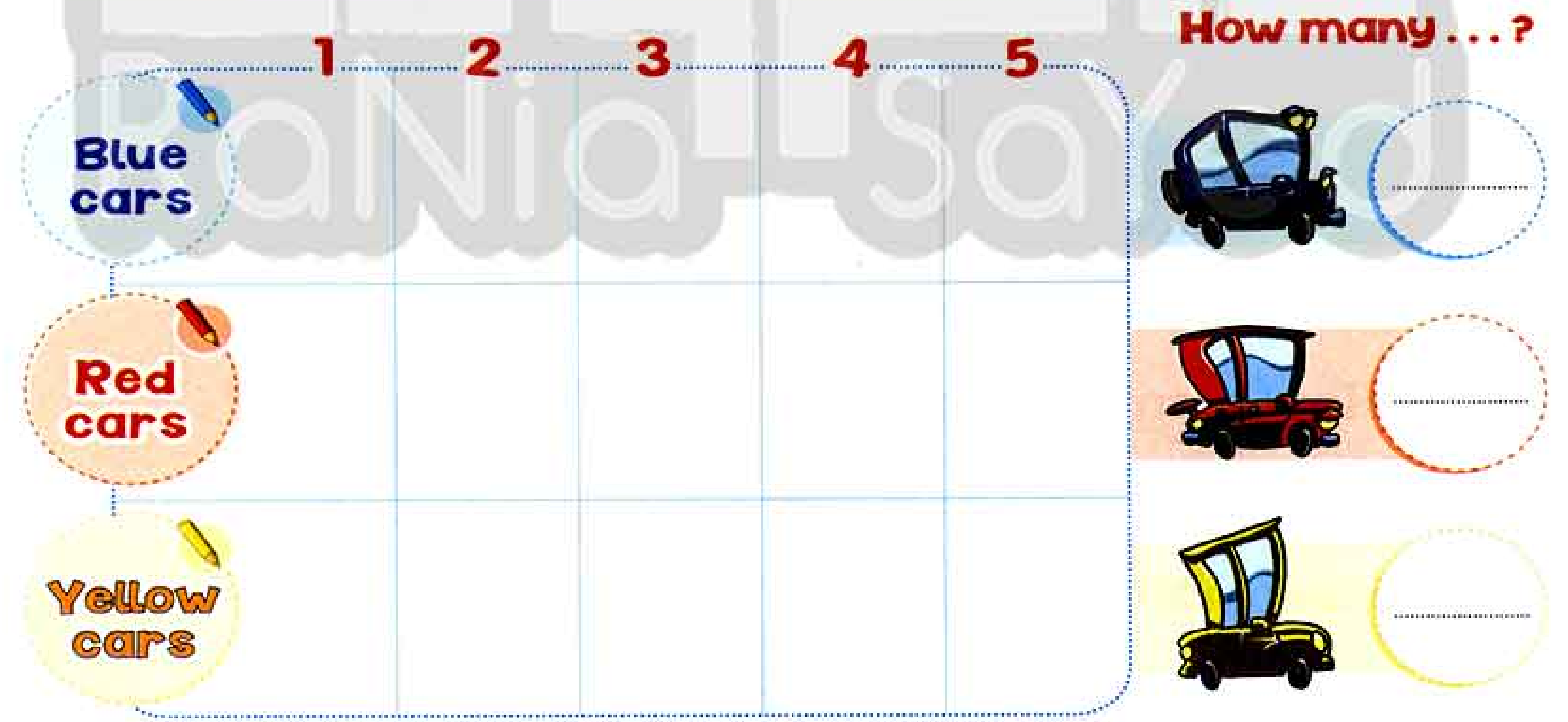
How many animals can run ....

- Let your child count the animals, then write the numbers below.
- Discuss with your child some other animals that can swim, fly and run.

- **Integration of subjects :** Math (counting and writing numbers) – Art (using colors).
- **Life skills :** Observation – Realize relationships – Non-verbal communication.

Activity 4 Look at the following picture and color the squares according to the number, then complete.



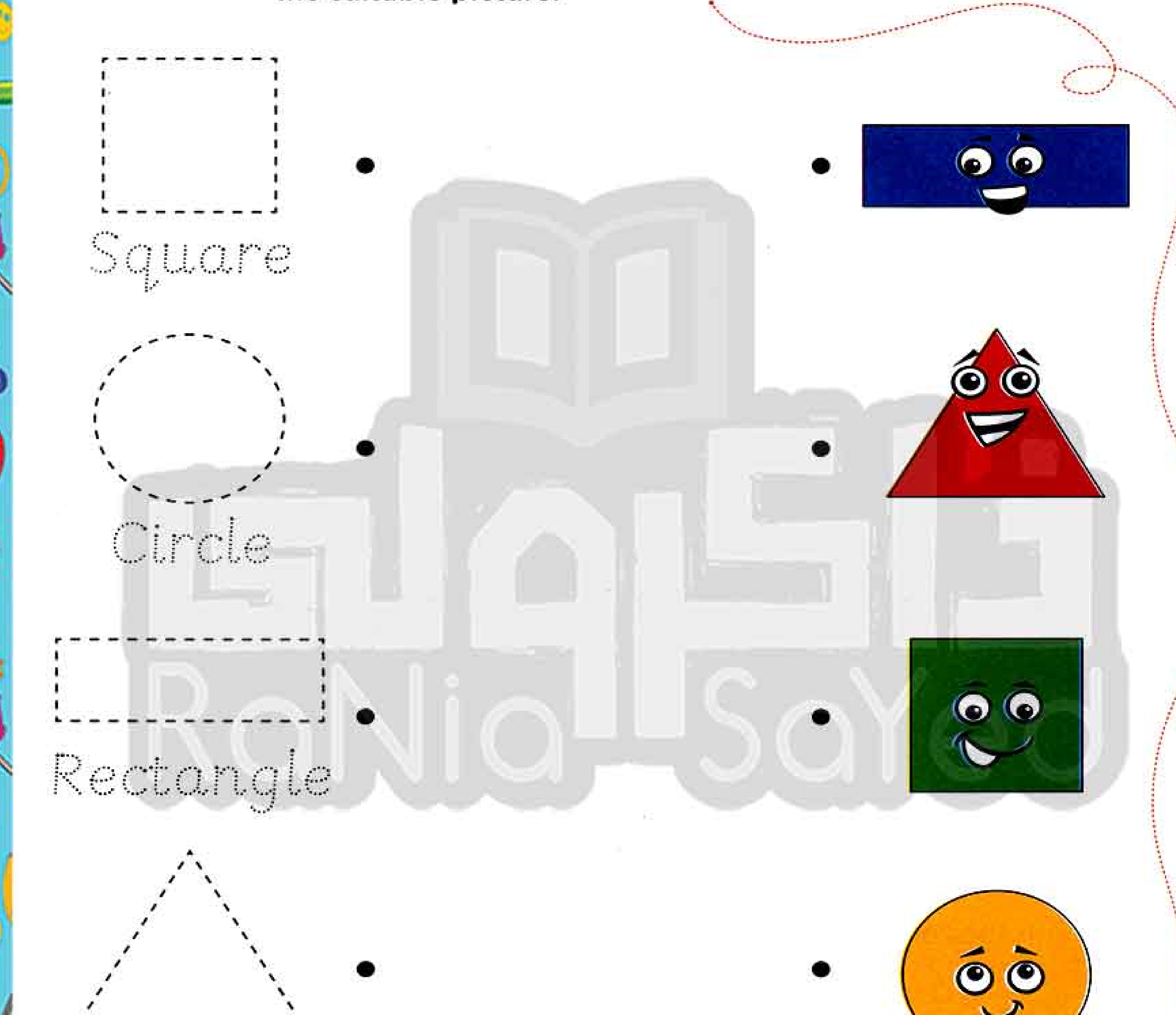


Notes for parents

- Let your child count the cars in the picture and complete the graph using the shown colors.
- Integration of subjects : Math (counting and writing numbers) – Art (using colors).
- Life skills : Observing – Distinguishing.

Shapes – Same And Different

Activity 1 Trace the shapes and the words, then match each of them with the suitable picture.



- Let your child trace the shapes and the words to know the names of each shape (Square – Circle – Rectangle – Triangle).
- Integration of subjects : Math (drawing geometric shapes) – English (tracing words).
- Life skills : Observation – Distinguishing.

Activity 2 Circle the objects having the same shape, then choose.



Choose

- Number of triangles is .... number of squares.

(smaller than – bigger than)

- Number of rectangles is .... number of circles.

(smaller than – bigger than)

Notes for parents

- Help your child to classify the geometric shapes according to their shapes.
- Discuss with your child different ways to classify the geometric shapes.
- Let your child repeat the following words : (Bigger than – Smaller than).

- **Integration of subjects :** English (repeat some words) – Math (classifying objects).
- **Life skills :** Observation – Classification.

Activity 3 Circle the objects with the same color.



- Help your child to classify the geometric shapes according to their colors.
- Discuss with your child different ways to classify the geometric shapes.
- **Integration of subjects :** Math (forming groups – classifying according to colors) – Art (coloring).
- **Life skills :** Observation – Classification.

Activity 4 Circle the large shapes in  and the small shapes in  .

Notes for parents

- Help your child to classify the geometric shapes according to their sizes.
- Let your child repeat the following words : (Large – Small).
- Integration of subjects : English (repeat some words) – Math (comparing between sizes).
- Life skills : Classification – Observation.



Self Portrait

Activity **Draw yourself (complete body) by using these shapes.**


SQUARE


TRIANGLE


CIRCLE


RECTANGLE



• Help your child to draw his/her body inside the frame by using the geometric shapes.
- **Integration of subjects :** Art (drawing) – Math (geometric shapes).
- **Life skills :** Self-expression – Differentiation – Non-verbal communication.





About Me

Activity 1 Look at the following pictures, then complete the sentences by using the following words.

blue - yellow - piano - brown - bike - black - milk - guitar - draw - banana - football - books

Ramy : I have .... hair.
I like eating ....
I can play ....



Sara : I have .... eyes.
I like riding a ....
I can ....



Amir : I have .... eyes.
I like drinking ....
I can play the ....



Mona : I have .... hair.
I like reading ....
I can play ....



Notes for parents
- Help your child to choose the suitable words to complete the sentences.
- Let your child repeat the following words : (I have – I like – I can).
- Help your child form different sentences using : (I have – I like – I can).
- Integration of subjects : English (repeat some words and writing) – Science (similarities and differences in humans).
- Life skills : Observation – Respect for diversity.

Activity 2 Color the pictures and trace the words, then match each picture with the suitable sentence.



I have one sister **younger than** me and one brother **older than** me.





I like drinking juice.



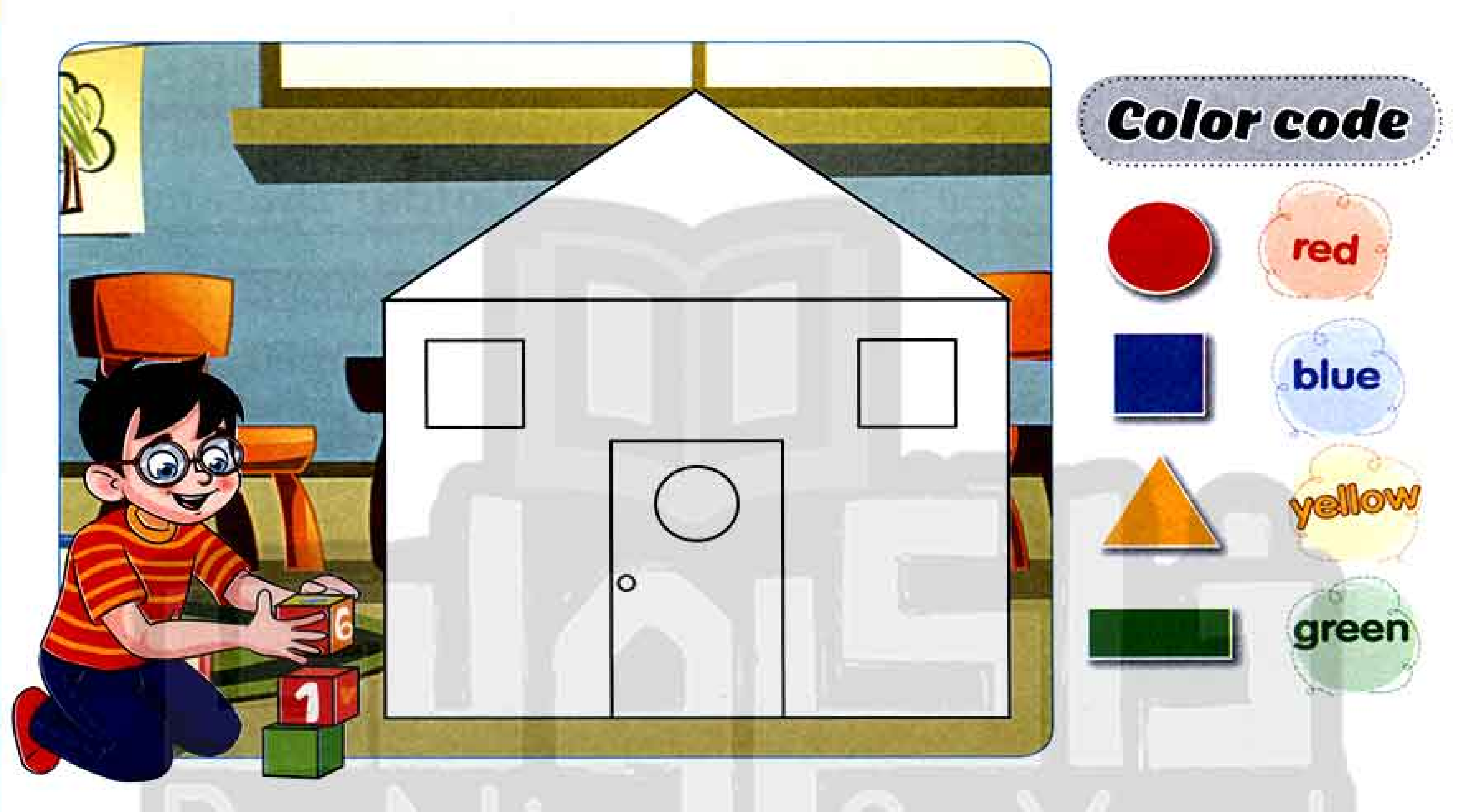


I can play violin.

- Let your child trace the words, then match each sentence with the suitable picture.
- Let your child repeat the following words : (I have – I like – I can – Older than – Younger than).
- **Integration of subjects :** English (repeat some words and tracing) – Art (coloring) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Non-verbal communication – Observation.

My Favorite Toy

Activity Color the picture using the color code and trace the words below, then complete the sentences.



- The number of circles is ______
- The number of rectangles is ______
- The number of squares is ______
- The number of triangles is ______

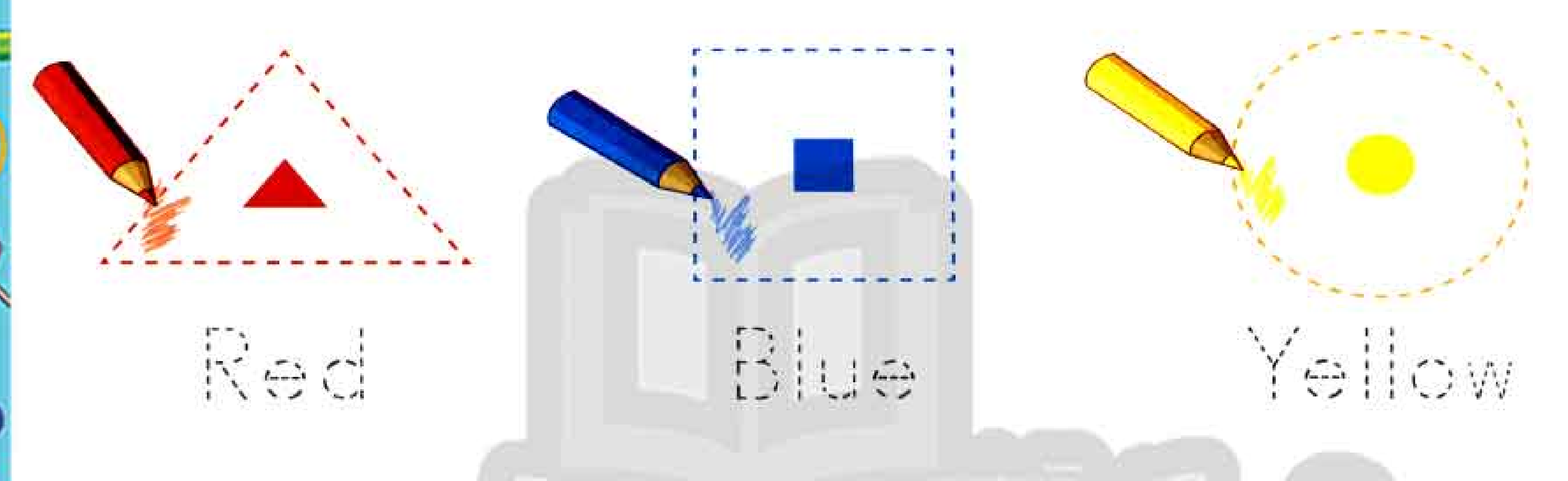
Notes for parents
- Let your child color the picture.
- Encourage your child and tell him/her that his/her drawing is unique and everyone is unique in something (Unique means that we are all special in our own ways).
- Let your child repeat the following words : (Unique – Circle – Rectangle – Triangle – Square).

- **Integration of subjects :** English (repeat some words and writing) – Art (coloring) – Math (counting numbers).
- **Life skills :** Observation – Realize relationships.

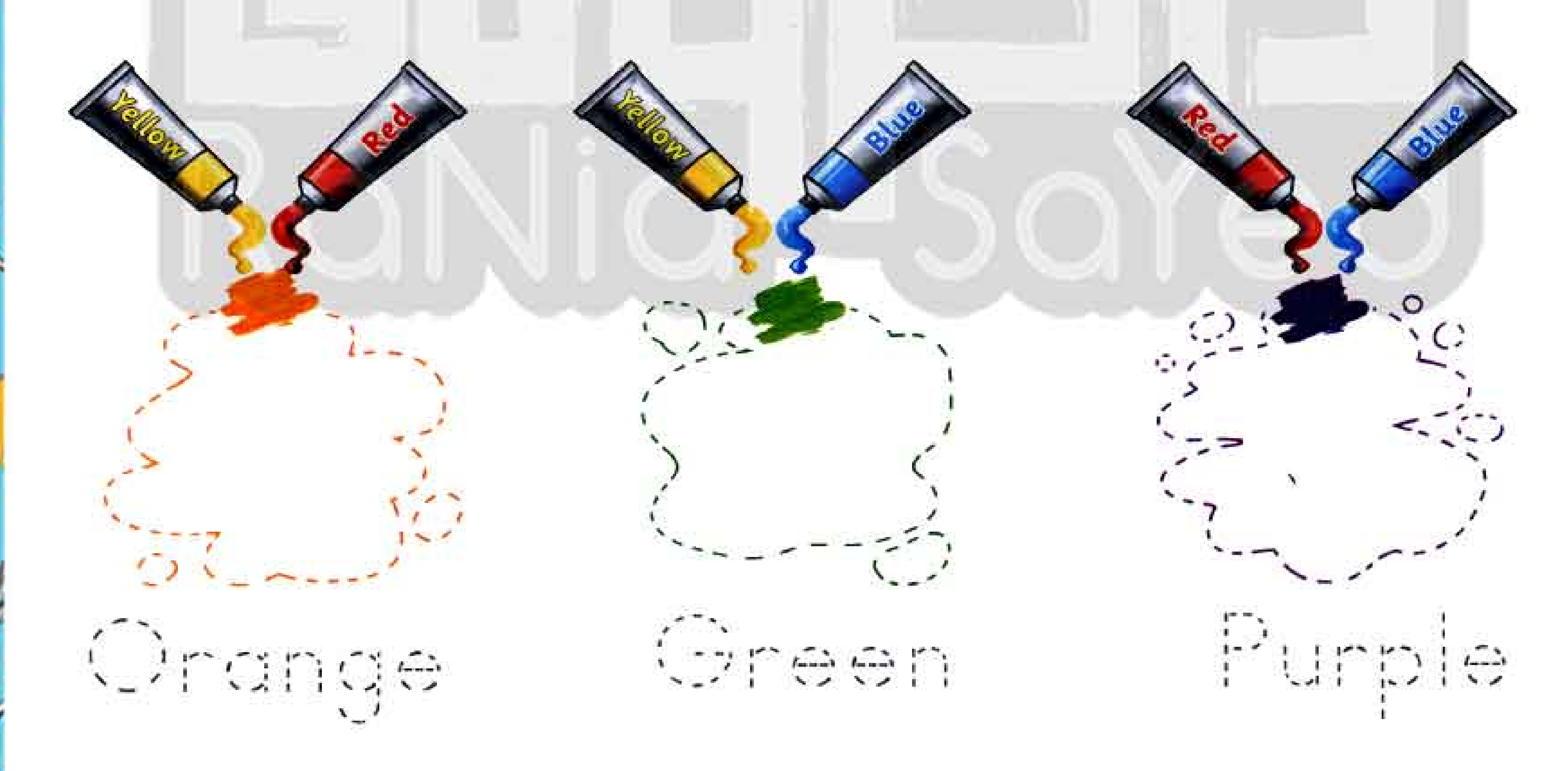
Exploring Colors



Activity 1 Trace the words, then color the shapes using the primary colors as shown inside each of them.



Activity 2 Trace the words, then color each figure as shown inside it.



- Help your child Identify the primary colors (Red – Blue – Yellow).
- Discuss with your child how to mix primary colors to form other new colors.
- Let your child repeat the following words : (Red – Blue – Yellow – Orange – Green – Purple).
- **Integration of subjects :** English (repeat some words and writing) – Art (coloring).
- **Life skills :** Realize relationships – Distinguishing.



Activity 3 Color the pictures, then match each mixing colors with the suitable color.



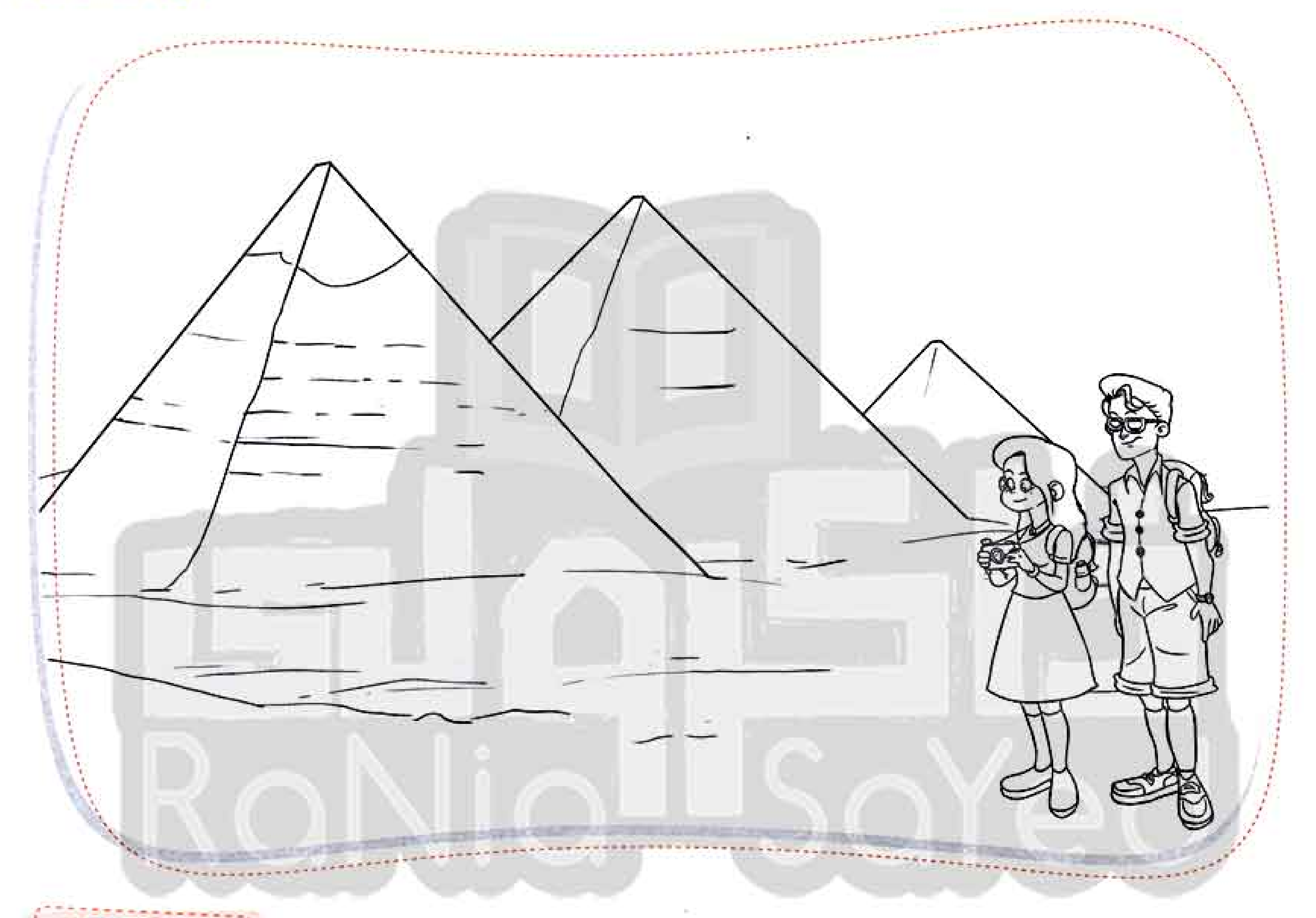
Notes for parents

- Let your child color the pictures, then match each mixed colors with the suitable colors.
- Discuss with your child the primary colors and the colors that can be made by combination of these colors.

- **Integration of subjects :** Art (primary colors and mixing colors) – English (reading).
- **Life skills :** Realize relationships – Differentiation.

A Building From My Country

Activity Color the following picture, then choose.



Choose

- The above building shows the ....

(Cairo Tower – Giza Pyramids – Egyptian Museum)

- The above building is one of the Egyptian ....

(food – clothes – monuments)

- Help your child to draw another building in his/her country by using shapes.
- Discuss with your child the importance of monuments to tourists in Egypt.
- **Integration of subjects :** Social studies (egyptian monuments) – Art (coloring) – English (writing).
- **Life skills :** Observation – Collecting data.



Noha And Adel

Activity 1 **Read the following paragraphs, then answer the questions.**

- My name is **Noha**.
- I have yellow hair.
- I have black eyes.
- I am 5 years old.
- I like eating eggs and drinking milk.
- I am wearing a purple dress.
- I can play the piano.





- My name is **Adel**.
- I have black hair.
- I have blue eyes.
- I am 6 years old.
- I like eating burger and drinking mango juice.
- I am wearing a red T-shirt.
- I can draw.



Choose

Noha can play the ....



guitar



football



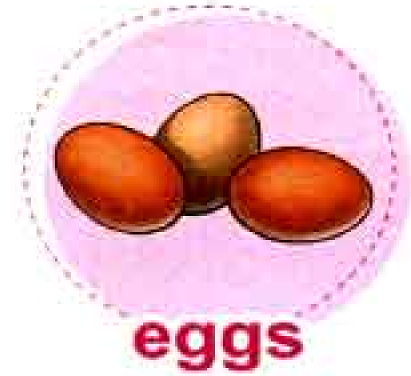
piano

Notes for parents

- Let your child retell the paragraphs by him/herself.
- **Integration of subjects :** Science (similarities and differences among humans) – English (reading and writing) – Economics and applied sciences (nutrition and clothing).
- **Life skills :** Differentiation – Verbal communication.



Adel likes eating ....



eggs



pizza



burger

Adel is wearing a .... T-shirt.



blue



red



yellow

Noha has .... hair.



black



brown



yellow

Put ✓ or ✗

- Adel can draw. ( )
- Noha likes eating eggs. ( )
- Adel has black eyes. ( )
- Noha is wearing a blue dress. ( )
- Adel likes drinking milk. ( )
- Noha has 6 years old. ( )

• Let your child discover the similarities and differences among his/her friends.



Activity 2 How many......?



- Number of boys ....
- Number of girls ....
- Number of boys with black hair is ....
- Number of girls with brown hair is ....
- Number of girls with yellow hair is ....

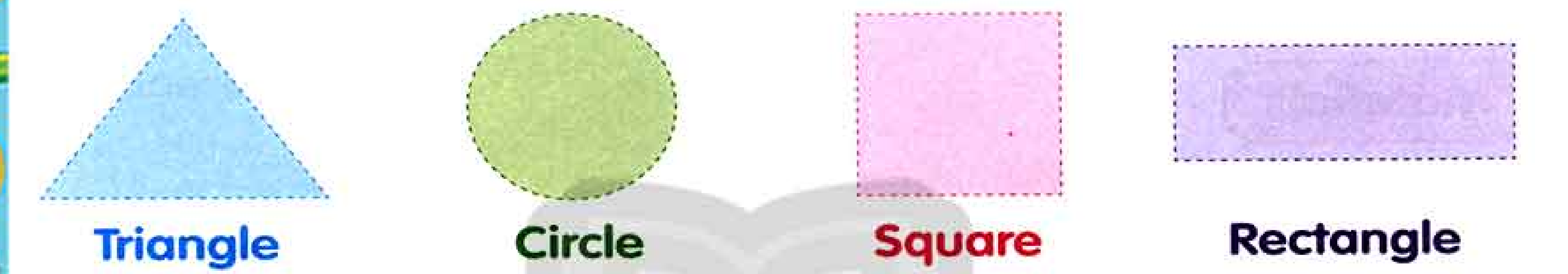
Notes for parents
- Help your child to count boys and girls in the picture and write the numbers.
- Integration of subjects : Math (counting the numbers) – English (writing).
- Life skills : Observation – Collecting data.




I have learned that



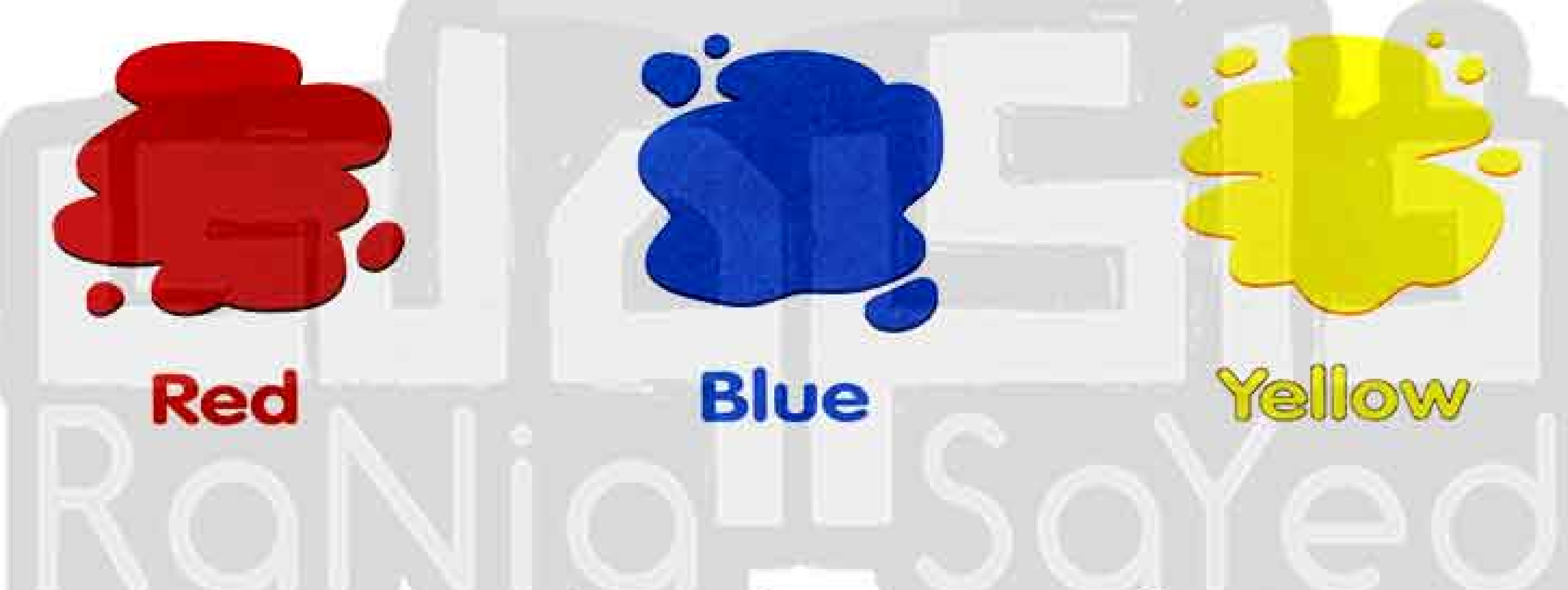
Geometric shapes :



Triangle Circle Square Rectangle



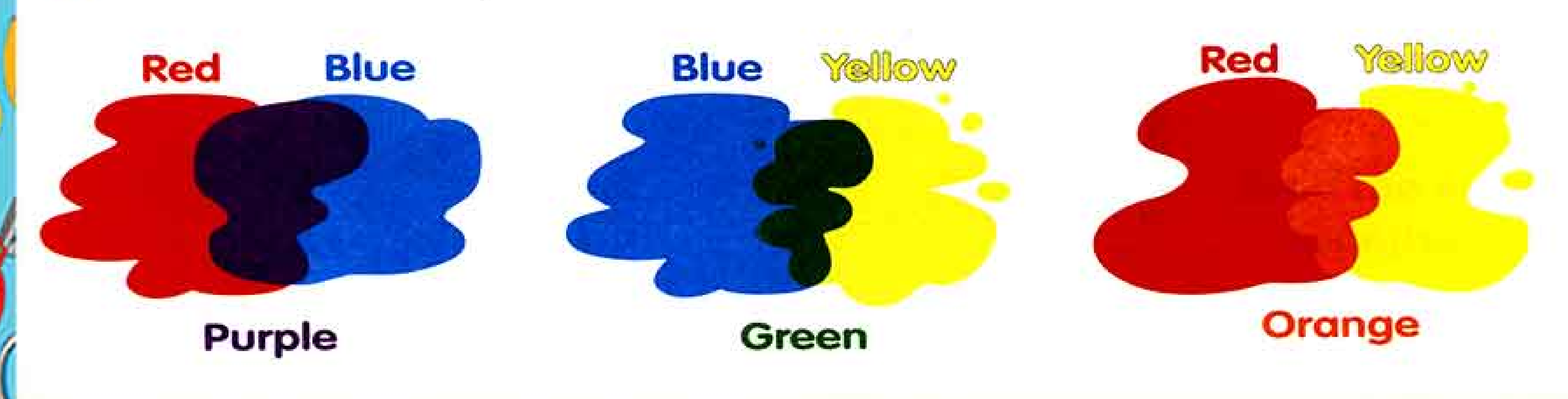
Primary colors are :



Red Blue Yellow



Mixing primary colors gives new color :



Purple Green Orange

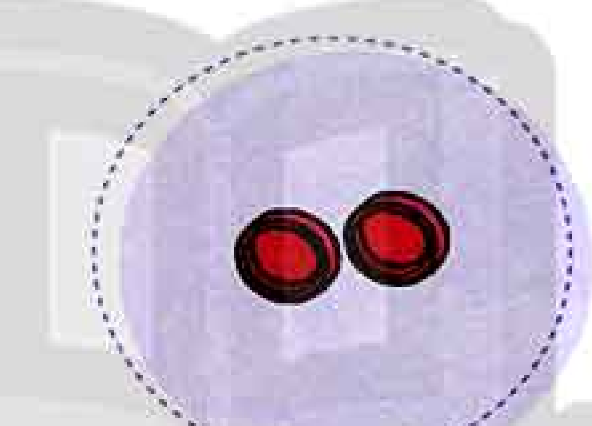


My Puppet

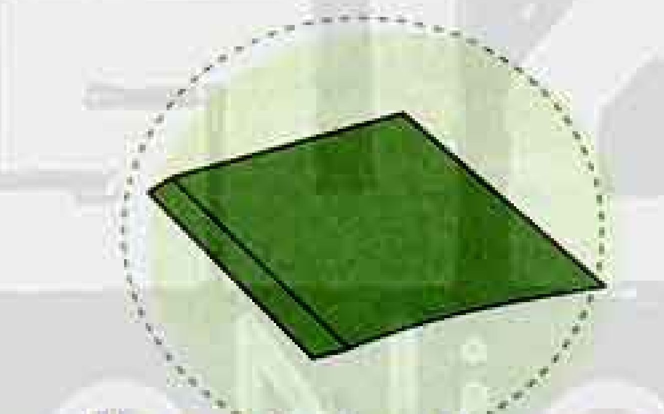
Activity Use the following materials to make a puppet from a sock as in the following steps.

Materials

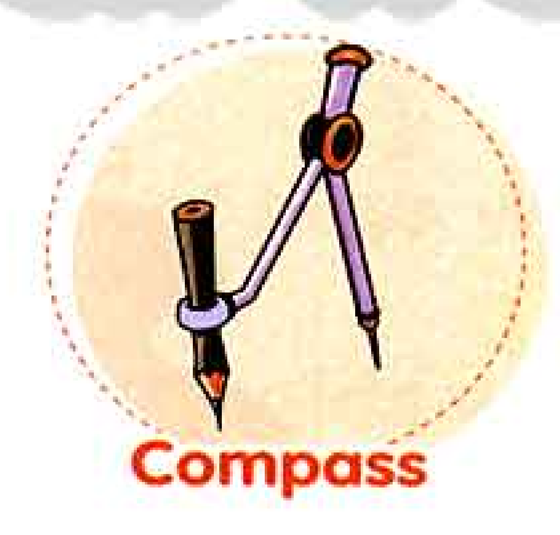

Wool for the hair


Buttons for the eyes


A sock for the body


Cardboard for the mouth


Hot glue gun


Compass


Scissors

Notes for parents

- Help your child to make a puppet from a sock.
- Help your child to speak to the puppet and form a short story.
- Integration of subjects : English (reading) – Drama (identify the parts of the face of a puppet).
- Life skills : Collaboration – Participation – Observation.

Steps



• Discuss with your child to describe him/herself such as color of hair (black, brown or yellow), color of eyes (black, brown, blue .. etc), texture of hair (curly or straight) and length of hair (short or long).

Chapter 2

Class Portrait



Same And Different

Activity Look at the following pictures, then answer the questions.


Kareem's family


Adel's family


Sara's family

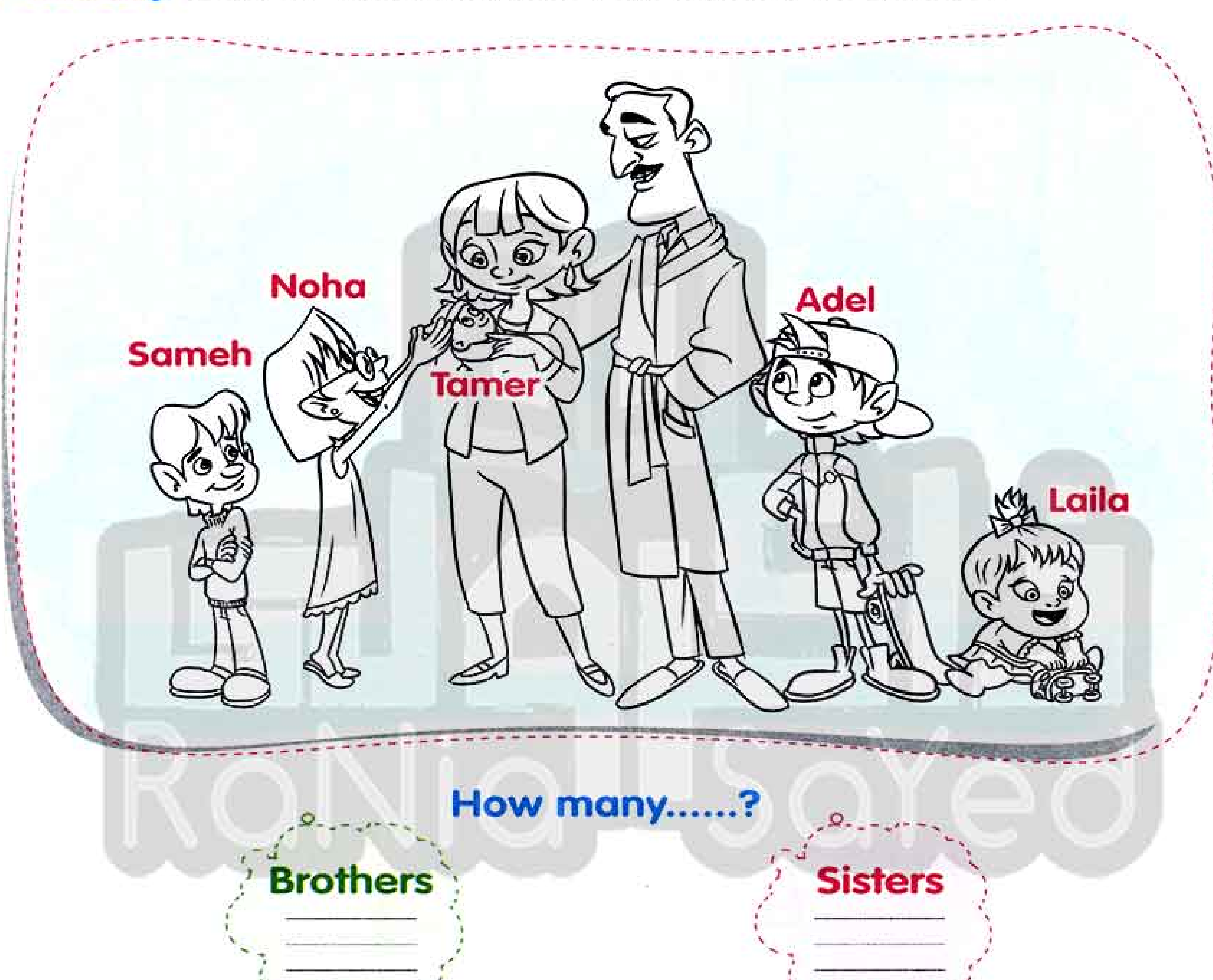

Tamer's family

- Circle in ✏️, the family that has two sisters.
- Circle in ✏️, the family that has two brothers.
- Circle in ✏️, the family that has one brother and one sister.

Notes for parents
- Discuss with your child the number of his/her brothers and sisters.
- Discuss with your child similarities and differences among families.
- Integration of subjects : English (writing) – Social studies (differentiate between families).
- Life skills : Differentiate between similarities and differences.

Family Members

Activity Color the following picture, then answer the questions.



How many......?

Brothers

______
______
______

Sisters

______
______
______

Complete

- The oldest brother is ....
- The youngest sister is ....

- Discuss with your child the characteristics of his/her family members.
- **Integration of subjects :** Art (coloring) – Math (counting numbers) – Economics and applied sciences (family relations).
- **Life skills :** Differentiate between similarities and differences.

Extended Family Tree

Activity Draw or stick photos of your extended family members.

" GRANDPARENTS "

AUNTS

UNCLES

PARENTS

ME-SISTER-BROTHER

Notes for parents

- Discuss with your child his/her extended family members.
- Let your child repeat the following words (Grandparents – Aunt – Parents – Uncle – Sister – Brother).
- **Integration of subjects :** English (repeating words) – Social studies (extended family).
- **Life skills :** Self-expression – Identify relationships.

Extended Family

Activity Observe the following pictures, then answer the questions and complete the sentences below.









Count and write the number

- Mommy has .... sisters.
- Mommy has .... brother.
- Daddy has .... sisters.
- Daddy has .... brothers.

	1	2	3	4	5
Aunts					
Uncles					

- Discuss with your child the meaning of aunts and uncles (aunt is the sister of daddy or mommy) (uncle is the brother of daddy or mommy).
- Let your child color one square for each aunt and uncle.

- **Integration of subjects :** Math (writing numbers) – Economics and applied sciences (family relations).
- **Life skills :** Differentiation – Similarities.

Families Working And Helping

Activity Color the pictures and trace the words.



When : Sunday

Where : Kitchen

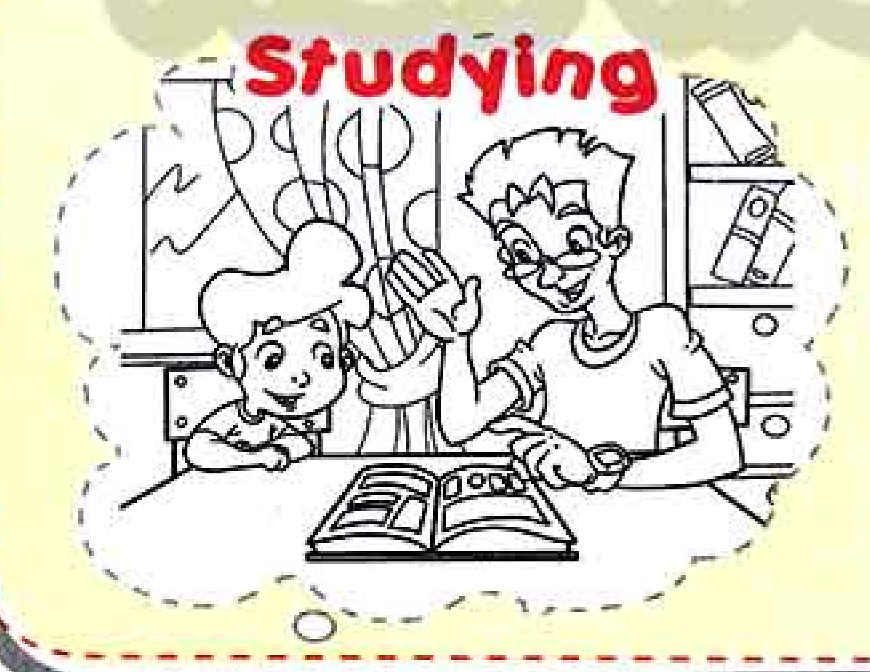
Who : Mommy and my sister



When : Friday

Where : Market

Who : Grandmother and my sister



When : Monday

Where : My room

Who : Daddy and me

Notes for parents

- Discuss with your child how the family members help each other.
- Integration of subjects : Social studies (families working and helping) – English (writing words).
- Life skills : Help others – Good listening.





Cleaning Is Caring

Activity 1 Color the circle of the right behaviors in green and that of the wrong behaviors in red.









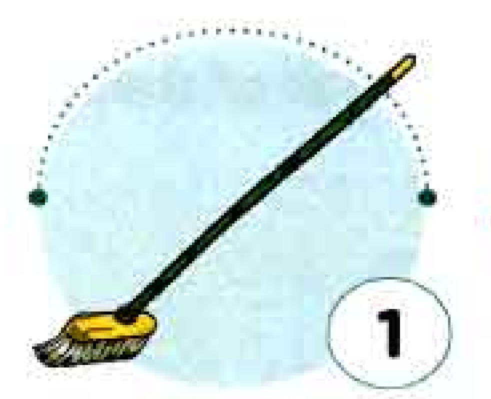




- Discuss with your child the meaning of :
- Responsibilities : They are things we give or do for others in the community.
- Rights : They are what we deserve in a community that is fair and just.
- Integration of subjects : Social studies (responsibilities and rights) – Art (coloring).
- Life skills : Collaboration – Identify the problem.

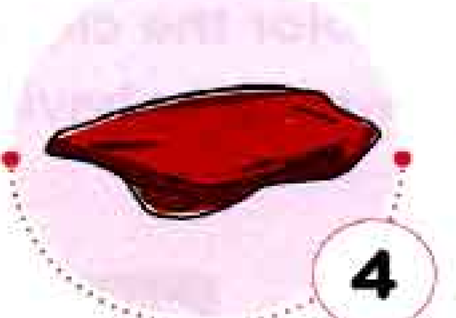
Activity 2 Write the number beside each tool to match the shadow with its correct tool.













Notes for parents

- Discuss with your child other cleaning tools he/she may use at home.
- Discuss with your child the importance of always being clean.

- **Integration of subjects :** Social studies (responsibility) – Math (writing numbers) – Vocational fields (identify cleaning tools).
- **Life skills :** Observation – Cooperation.





Recycle Collage Art

Activity Make a pencil case.





Prepare the following tools :



Plastic bottle



Scissors



Paper sheets



Coloring pencils

Glue stick



Let your father use the scissors to cut the plastic bottle as shown.





Stick a paper sheet using the glue stick on the lower part of the bottle to cover it.



- Help your child to make his/her pencil case by recycling a plastic bottle.
- **Integration of subjects :** Economics and applied sciences (recycling) – Art (making a pencil case).
- **Life skills :** Generating new ideas – Setting clear goals.

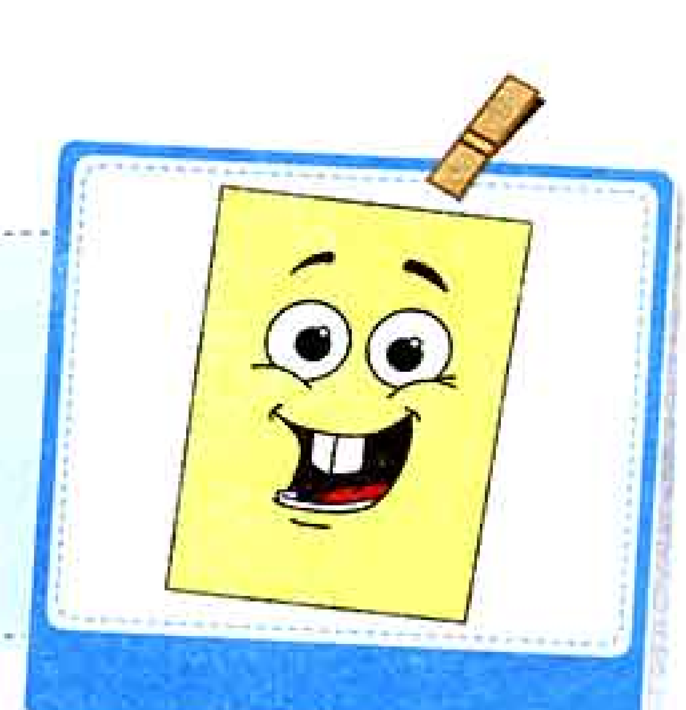






4

Draw the following figure on another paper sheet and color it.



5

Let your father cut the previous shapes using the scissors.



6

Stick the shapes on the bottle using the glue stick as shown.



7

Now, you can put your pencils in your pencil case.



Notes for parents

- Discuss with your child the meaning of recycling (taking trash and convert or change it into new materials or objects).




I have learned that



My extended family members :

Uncle
Aunt
Cousin
Cousin
Grandparents
Father
Mother
Brother
Me
Sister




Family working and helping :



Cleaning is caring :



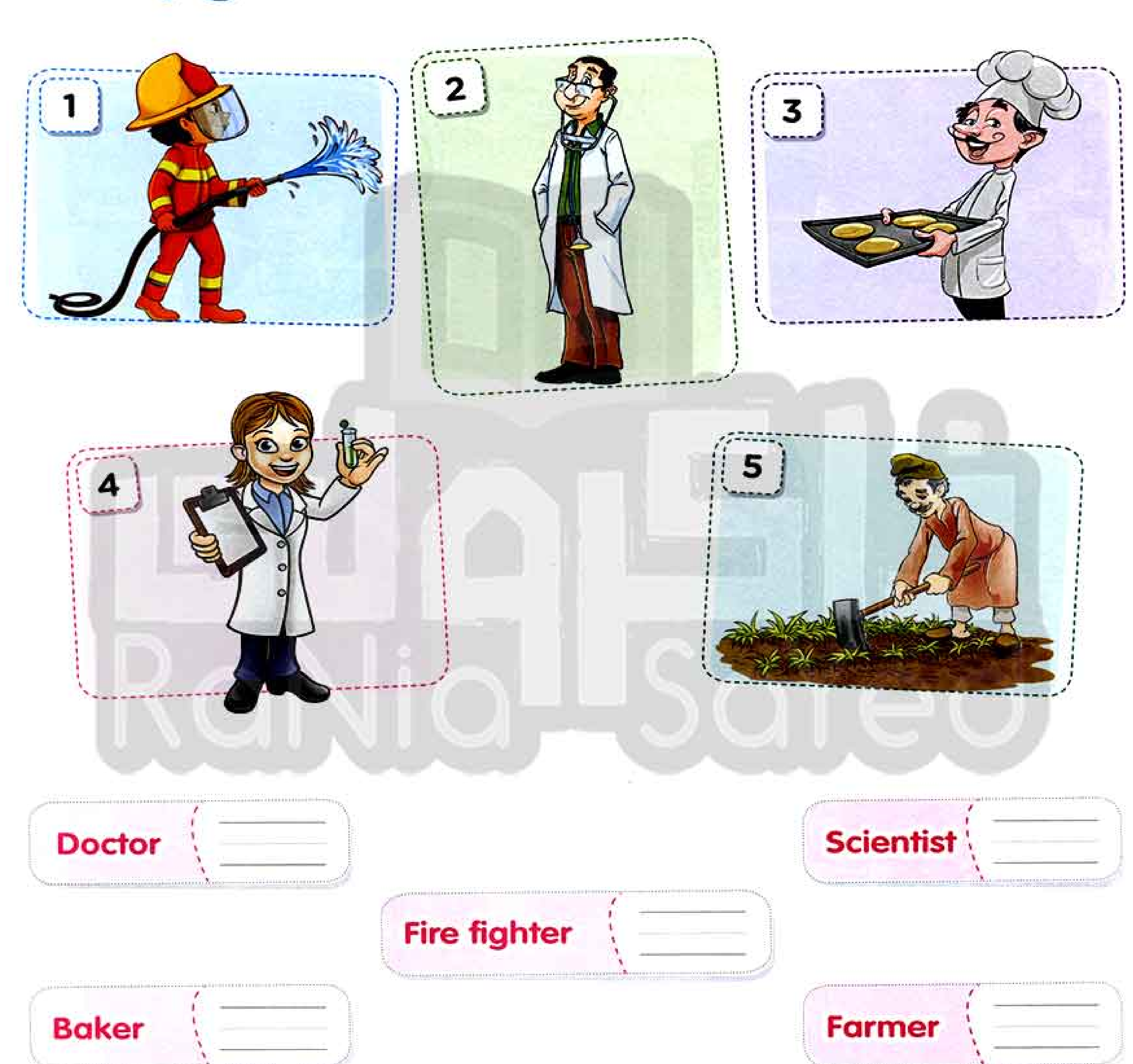
At The Library

Activity Color the circle of the right behaviors in green and that of the wrong behaviors in red in the library.

• Discuss with your child the right behaviors and the wrong behaviors in the library.
• Discuss with your child the importance of library to get the information from books and computers.
- **Integration of subjects :** Educational media (library) – Art (using colors) – Social studies (apply general rules and ethics in life).
- **Life skills :** Communication – Exchanging information.

All About Jobs

Activity 1 Write the number in each box to match the correct job.



Doctor	____
Fire fighter	____
Baker	____
Scientist	____
Farmer	____

Notes for parents

- Let your child repeat the names of jobs.
- **Integration of subjects :** English (repeating words) – Math (writing numbers) – Vocational fields (jobs).
- **Life skills :** Setting clear goals – Differentiate between similarities and differences – Respect for diversity.

Activity 2 Choose the correct tool for each job, then trace the each words.



Doctor

Rolling pin



Hammer



X-rays



Farmer

Flask

Tractor



Hose





Fire fighter

Hose



Computer



Hammer



- Let your child to trace and repeat the names of jobs.
- Discuss with your child other tools for other jobs.

- **Integration of subjects :** English (repeating and tracing words) – Social studies (identify information about different jobs) – Vocational fields (identify jobs and tools).
- **Life skills :** Observation – Differentiation – Realize relationships.

Activity 3 **Match each job with the suitable tool and information.**



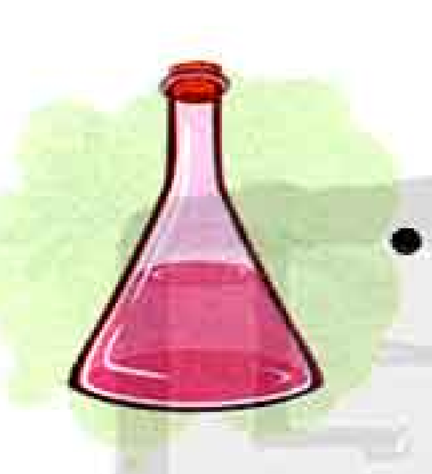


Pens



Scientist

Writes books



Flask



Baker



Makes experiments

Rolling pin



Author



Cooks bread

Notes for parents

- Discuss with your child some information about the previous jobs.
- Help your child to recognize some other workers and let him/her mention the tools they need.

- **Integration of subjects :** Social studies (jobs and their tools) – English (reading) – Vocational fields (jobs).
- **Life skills :** Observation – Good listening – Realize relationships.

Job Puzzle



Activity Match the missing part to its suitable picture.





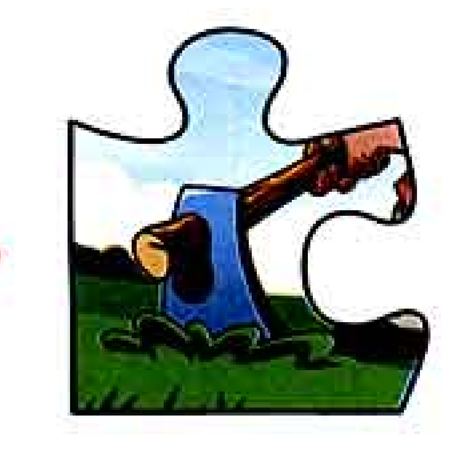












- Discuss with your child other workers and their information.
- **Integration of subjects :** Vocational fields (jobs) – Art (complete jigsaw puzzles showing pictures of various industrial jobs and their tools).
- **Life skills :** Identify the problem – Setting clear goals.

Favorite Jobs Bar Graph

Activity
- Complete the bar graph using the number below the picture as in the answered example to show the number of workers of each job.
- Make ◯ for the greatest number of job below its picture.
- Make △ on the smallest number of job below its picture.

10						
9						
8						
7						
6						
5						
4						
3	■					
2	■					
1	■					
	3	6	10	4	2	5

Notes for parents
- Help your child to make a bar graph.
- Discuss with your child how to get information using a bar graph.
- **Integration of subjects :** Math (bar graph) – Art (color the bar graph) – Vocational fields (jobs).
- **Life skills :** Observation – Collecting data.

My Communities

Activity 1 Read the following story with your parent, then color the pictures.

1- Mazen lives with his family.

2- Mazen goes to his school on foot.

3- Mazen's home and school are in Cairo city

4- Cairo city is a part of our country, Egypt.

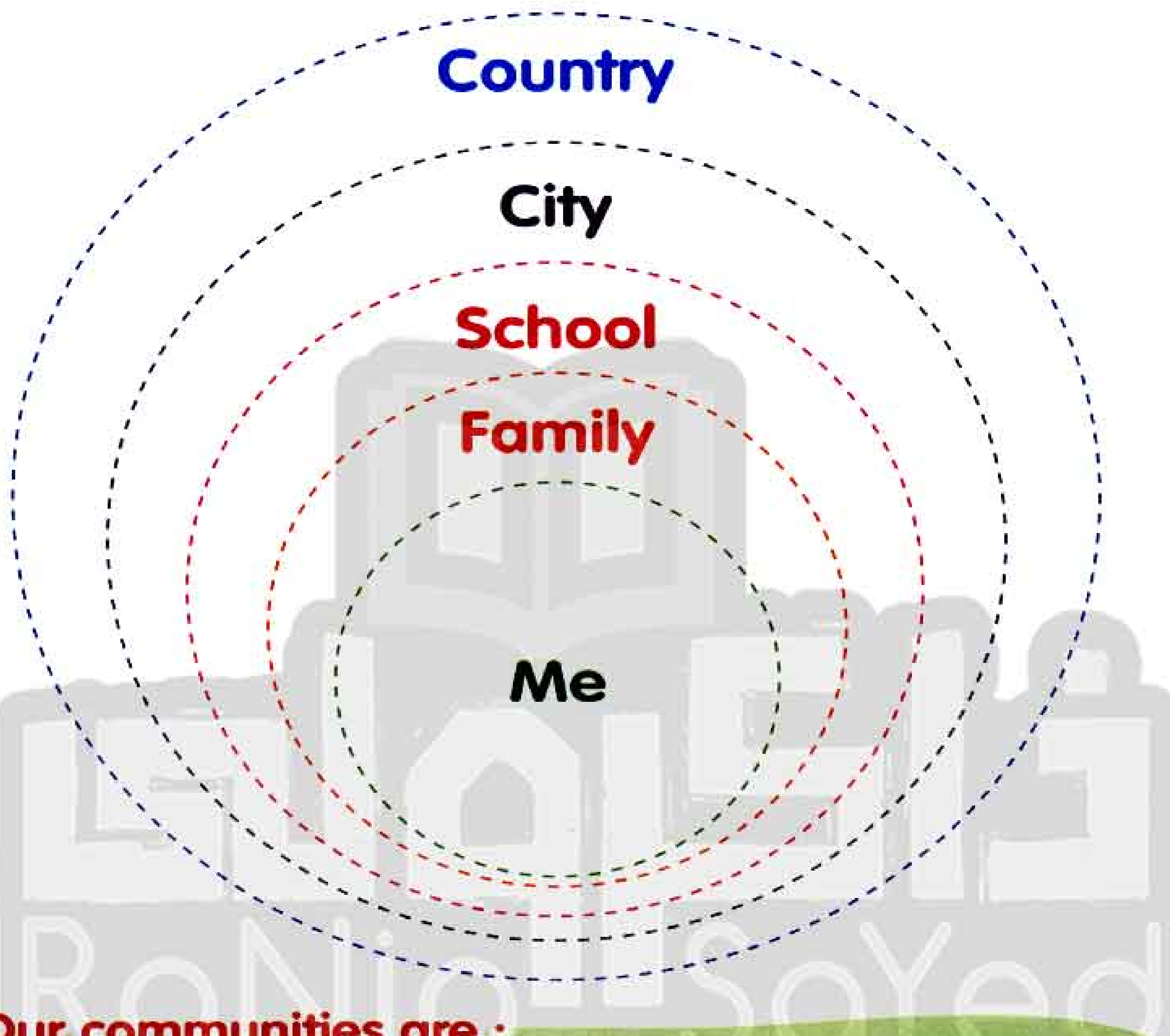
Notes for parents

- Discuss with your child the different communities that he/she belongs to like family, school,city and country.
- Discuss with your child our national community of Egypt.
- **Integration of subjects :** Art (coloring) – English (reading) – Social studies (citizenship).
- **Life skills :** Good listening – Self-expression.





Activity 2 Color each circle with the same color of the word inside it, then trace the words below.



Our communities are :

Family

School

City

Country

- Let your child repeat these words (Family – School – City – Country).
- Discuss with your child that he/she is a part of a family and a school that are parts of a city that in turn is a part of a country.

- **Integration of subjects :** English (reading and tracing words) – Art (coloring) – Social studies (citizenship) – Economics and applied sciences (family relations).
- **Life skills :** Self-expression – Identifying similarities and differences – Asking questions.

Activity 3 Stick your photo inside the frame and complete the sentences , then color Egypt's flag.

My name is ....

I love my family.

My school name is ....

....

I live in .... city

My country is ....

Stick your photo here

Notes for parents

- Discuss with your child how to color Egypt's flag.
- Let your child write the names of his/her school, city and country.

- **Integration of subjects :** English (writing) – Art (coloring) – Social studies (citizenship).
- **Life skills :** Self-expression – Good listening.



National Anthem

Activity Sing with your parent the national anthem of Egypt.

Sing ...

بِلادِى بِلادِى بِلادِى
لَكِ حُبِّى وَفُؤَادِى

مِصْرُ يَا أُمَّ البِلاد
أنْتِ غَايَتِى والمُرَاد

وعلَى كُلَّ العِبَاد
كمْ لنيلِكِ منْ أيَادِى

بِلادِى بِلادِى بِلادِى
لَكِ حُبِّى وَفُؤَادِى



• Help your child to sing the national anthem in its rhythm.
- **Integration of subjects :** Music (sing the national anthem) – Social studies (demonstrate respect for national symbols).
- **Life skills :** Good listening – Self-expression.

A Piece Of Egypt

Activity 1 Color the picture and read the sentences.

- The Nile brings us water to live.
- The Nile brings water to farmers to grow their crops.
- The Nile allows us to move across long areas of our country.

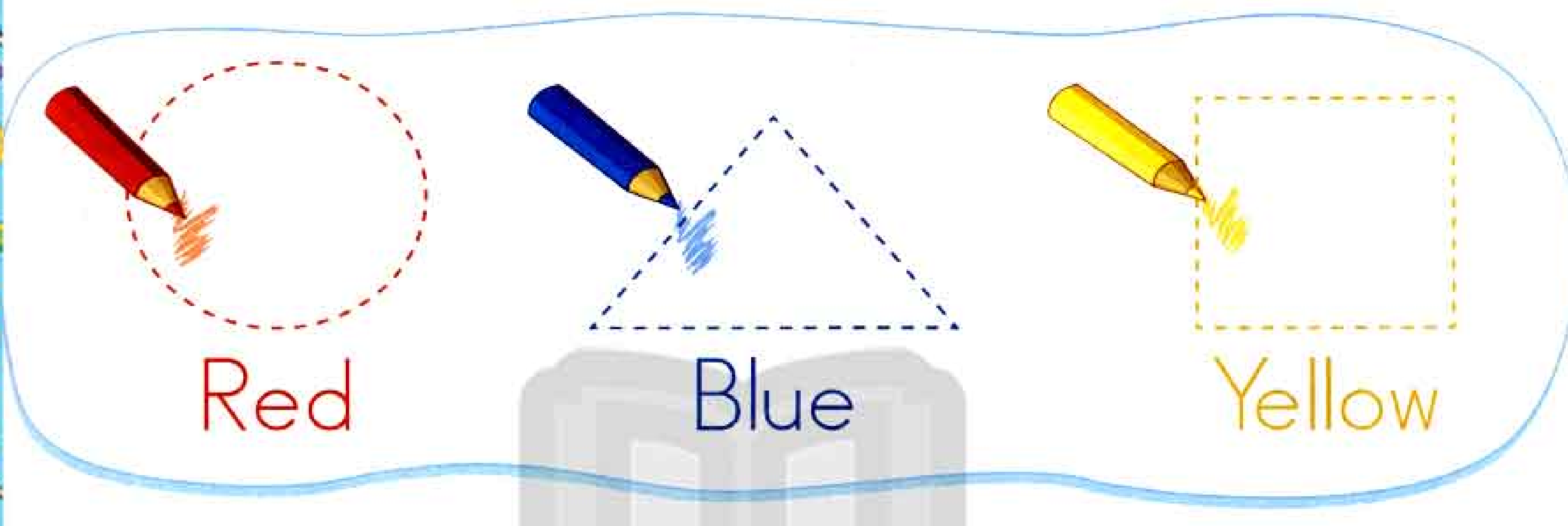
Notes for parents

- Discuss with your child that the Nile is a long river that runs through the center of our country and it gives us many things that we need.
- Read with your child the sentences below the picture and discuss with him/her other uses of the River Nile.

- **Integration of subjects :** Art (coloring) – English (listening some sentences) – Social studies (importance of River Nile).
- **Life skills :** Observation – Good listening – Asking questions.

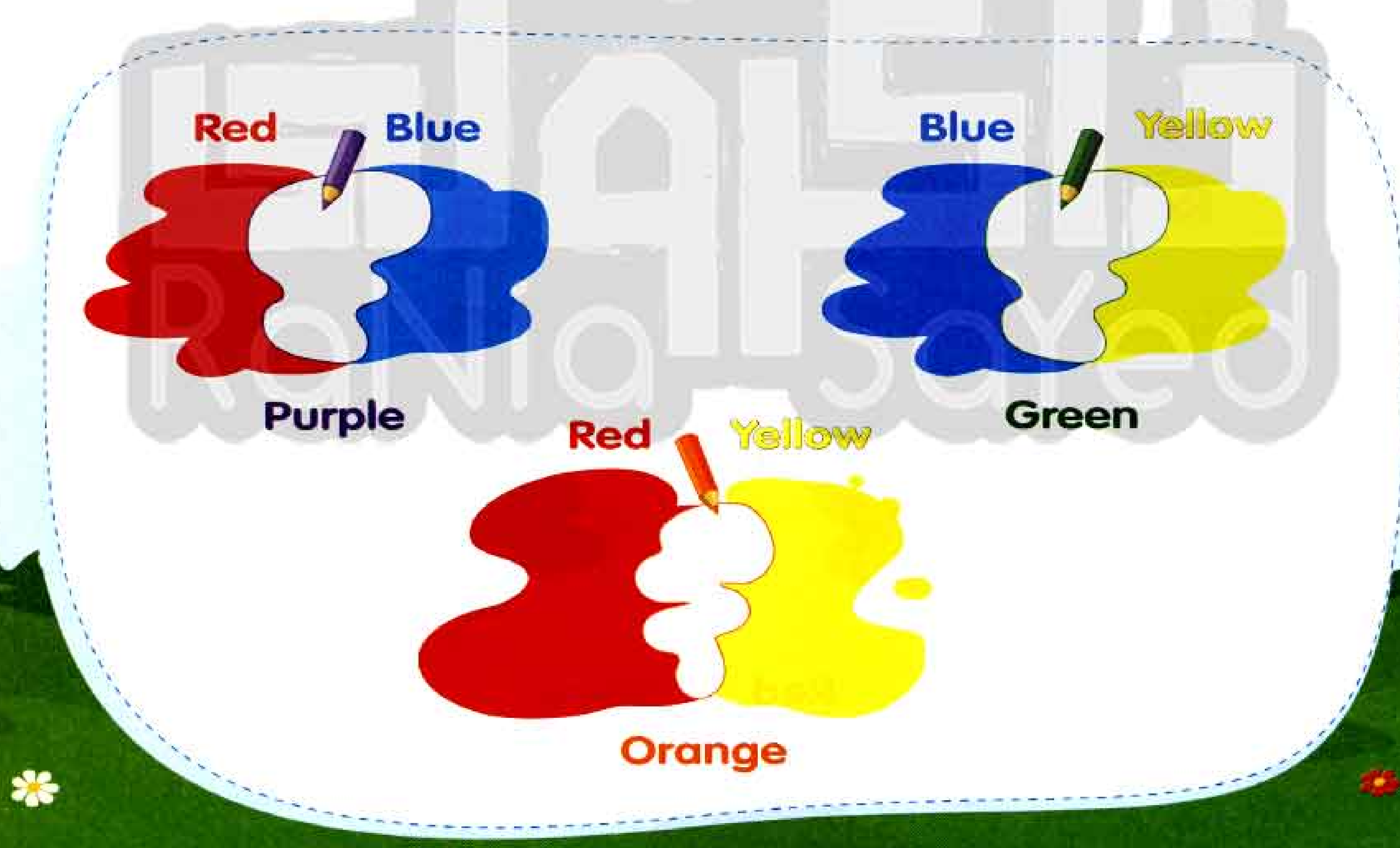
Activity 2 Primary colors :

• Color the shapes as shown inside each of them.



Activity 3 Mixing primary colors :

• Color each figure as shown inside it.



• Help your child to identify primary colors (red, blue and yellow).
• Discuss with your child how to mix primary colors to form other new colors (purple, green and orange).
- **Integration of subjects :** Art (primary colors and mixing colors) – English (read new words).
- **Life skills :** Collecting data – Differentiate between similarities and differences.



I have learned that

Jobs and their tools:



Primary colors are :

Red

Blue

Yellow

Mixing primary colors gives new colors:

Red + Blue → Purple

Blue + Yellow → Green

Red + Yellow → Orange


Chapter
3
Two Feet
Four Paws

At The Library

Activity Color the book cover.

WORLD OF ANIMALS

THE AUTHOR: HEBA SAMIR
THE ILLUSTRATOR: AMIR ANWAR

- Color **the title of the book** in
- Color **the name of the author** in
- Color **the name of the illustrator** in
- Paint the animals in suitable colors.

Notes for parents

- Help your child to recognize the author (who is the writer of the book).
- Help your child to recognize the illustrator (who draws the pictures of the book).
- Let your child repeat some words : Title – Author – Writer – Illustrator.
- **Integration of subjects :** English (reading and repeating some words) – Art (primary colors).
- **Life skills :** Asking questions – Exchange information.




Two Feet, Four Paws

Activity **Match each picture with the suitable legs or feet, then answer the questions below.**













Put ✓ or ✗

- Animals and humans have legs and feet to walk or run. (   )

Complete by writing 2 or 4

- Each of  ,  and   has .... feet.
- Each of   and  has .... feet.

- Discuss with your child that animals use feet to walk and run. They can walk and run to find food and to stay safe.
- Encourage your child to share his/her information with friends in the school broadcast.
- Encourage your child to search for more information about animals on the internet or in books.
- **Integration of subjects :** Science (animals and their feet) – English (reading) – Math (counting).
- **Life skills :** Asking questions – Exchange information – Observation.



Activity 1 Match each picture with the suitable sentence.

Lives in deserts under sand dunes.

Needs food, water, air and shelter.

Eats plants only.





Eats plants, lizards and insects.

Needs food, water, air and shelter.

Lives on farms.

Notes for parents

- Discuss with your child how donkeys help people (They carry things and help people to work also the donkeys pull a wagon).
- Help your child to read the sentences.
- Help your child to search for more information about donkey and fennec fox.

- **Integration of subjects :** Science (identify features that help animals meet basic needs) – English (reading and repeating some words).
- **Life skills** :Observation – Asking questions – Exchange information – Critical thinking.

Activity 2 Choose the suitable sentence and write it in the following table.

(Has feet called hooves - Has feet called paws - Can jump very high - Has big ears - Has big ears - Can carry things)



- Help your child to read the sentences correctly.
- Help your child to search for more information about donkey and fennec fox.
- **Integration of subjects :** Science (identify features that help animals meet basic needs) – English (reading and repeating some words).
- **Life skills :** Observation – Asking questions – Exchange information.

The Eagle And The Gazelle

Activity 1 Read the following sentences, then choose.



Eagle lives in ....
(homes - nests - seas)

Eagle has holes for .... under its feathers.
(ears - eyes - feet)

Eagle has .... feet.
(four - two - six)



Gazelle has .... to jump high.
(arms - feet - hands)

Gazelle lives in ....
(nests - seas - grasslands)

Gazelle has feet called ....
(hooves - paws - claws)

Notes for parents
- Help your child to read the sentences without a mistake.
- Help your child to describe animals needs.
- Help your child recognize that gazelles have feet called hooves.
- **Integration of subjects :** Science (identify features that help animals meet basic needs) – Math (counting numbers) – English (reading and writing).
- **Life skills :** Differentiation – Exchange information – Observation.

Activity 2 **Look at the following pictures, then answer the questions.**





Put ✓ or ✗

- Eagle and gazelle need food, water, air and shelter. ( )
- Gazelle eats plants only. ( )

Choose

- Eagle eats ....

(plants - meat from small animals)

- Gazelle has ....

(ears and short horns - ears and long horns)

- Help your child to read the sentences without a mistake.
- Help your child to describe animals needs.

- **Integration of subjects :** Science (identify features that help animals meet basic needs) – English (reading and writing).
- **Life skills :** Observation – Differentiation – Exchange information.

Activity 3 Color the pictures, then complete by using the following words.

(less than - the same as - more than)



- The number of feet of eagle is .... the number of feet of fennec fox.
- The number of feet of donkey is .... the number of feet of eagle.
- The number of feet of fennec fox is .... the number of feet of donkey.

Notes for parents

- Let your child color the pictures.
- Help your child to observe and count the number of feet of animals.
- **Integration of subjects :** Science (animals and their feet) – English (reading and writing) – Math (counting numbers) – Art (coloring).
- **Life skills :** Observation – Comparing.

The Jerboa

Activity 1 **Look at the following picture, then answer the questions.**



Put ✓ or ✗

- Jerboa eats plants. ( )
- Jerboa needs food, water, air and shelter. ( )
- Jerboa has short tail. ( )

Choose

- Jerboa has big .... to hear.

(nose - eyes - ears)

- Jerboa hops on .... feet.

(four - six - two)

- Jerboa lives in .... underground.

(nests - burrows - homes)

- Help your child to read the sentences without a mistake.
- Encourage your child to recognize that jerboa moves away from danger by hopping away or going into its burrows.
- Discuss with your child that jerboa lives in burrows in deserts and eats plants only.

- **Integration of subjects :** Science (identify features that help animals meet their basic needs) – English (reading and writing).
- **Life skills :** Exchange information – Observation – Asking questions.



Activity 2 **Color the following animals and trace the words under each picture, then complete.**

Gazelle Eagle Mouse

Fox Horse

⭐ **The biggest animal is** ....



....

Notes for parents

- Help your child to read the words and sentences without a mistake.
- Help your child to compare sizes of animals.

- **Integration of subjects :** Science (comparing sizes of animals) – English (tracing words) – Art (coloring).
- **Life skills :** Comparing – Observation – Differentiation.





Activity 3 **Look at the following picture, then complete.**



Number of = ...

Number of = ...

Number of = ...

Number of = ...

- Help your child to count the animals, then write the numbers.
- **Integration of subjects :** Math (counting numbers) – English (reading words).
- **Life skills :** Observation – Classification – Differentiation.

The Human

Activity 1 Choose the correct answer.

(Note : you may choose more than one answer to each question).

- Human has .... to breathe and smell.


nose


ear


eye

- Human has .... to eat and taste.


nose


mouth


hand

- Human eats ....

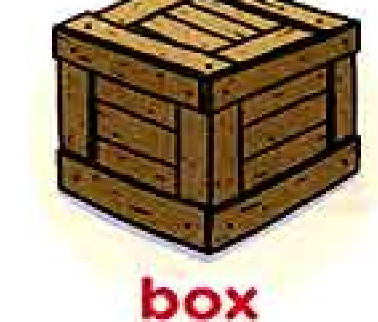

plants


animals


clothes

- Human can live in a ....


house


box


tent

Activity 2 Read the following sentence, then trace the words.

Human needs air, water, food and shelter.

Notes for parents

- Help your child to read the sentences without a mistake.
- Discuss with your child what kind of shelter human can live in. [Humans live in : houses, tents, ... etc.].
- Discuss with your child what types of food humans eat and why. [Humans eat : plants, meat, chicken, ... etc., to run, jump, ... etc.].

- Integration of subjects : Science (human needs) – English (reading and writing).
- Life skills : Exchange information – Asking questions.





Food We Eat

Activity Color the circles of the healthy food in green and those of unhealthy food in red.



Sweets



Milk and eggs



Vegetables and fruits



Chips



Chocolate



Ice-cream



Fish

Yogurt and cheese

Nuts



- Discuss with your child the types of healthy and unhealthy food, and the importance of healthy food for our bodies.
- Discuss with your child that we need good nutrition to stay healthy.
- Discuss that fast food is unhealthy with your child.

- **Integration of subjects :** Science (healthy and unhealthy food) – Art (coloring) – English (reading) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Differentiation – Observation.







I have learned that

All living things need :

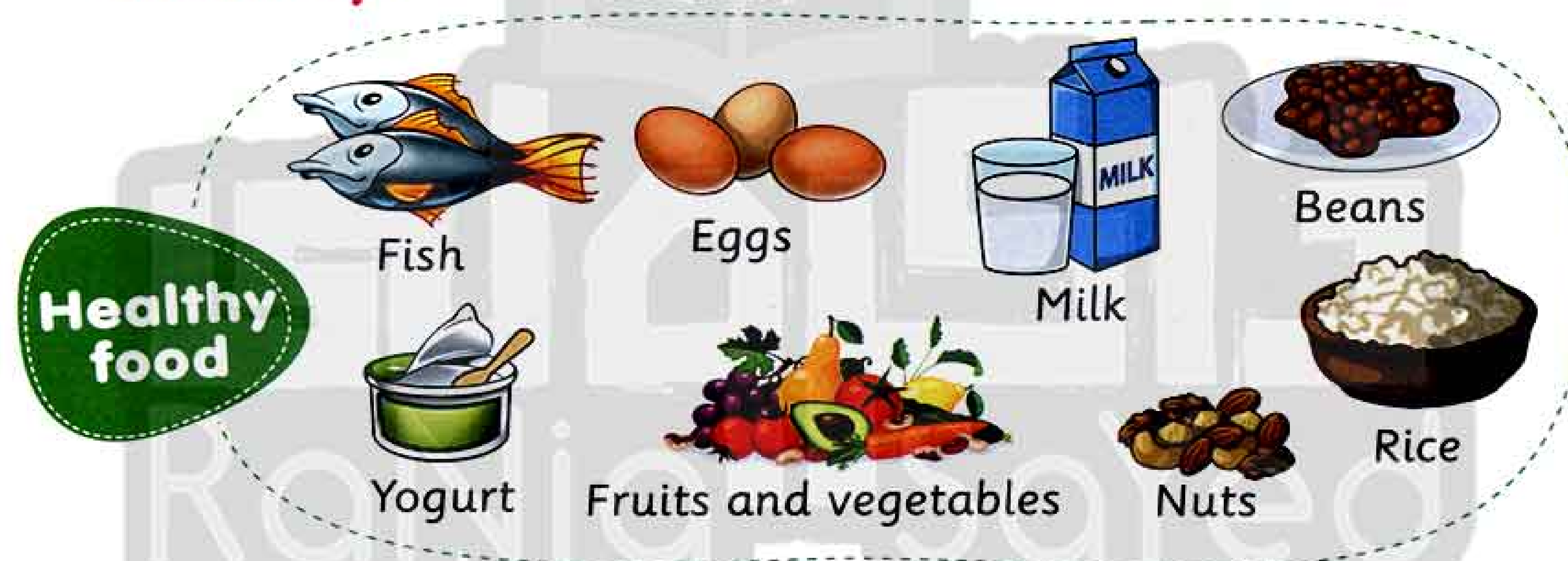

Water


Air


Food


Shelter

Types of foods are divided into healthy and unhealthy :






Ice-cream



Chips


sweets


Chocolate



Our Flag

Activity Color Egypt's flag using the color code below.

Color Code

Top of the flag	Red
Bottom of the flag	Black
The eagle	Yellow

- Help your child to identify the colors of the Egypt's flag.
- Integration of subjects : Social studies (Egypt's flag) – Art (coloring).
- Life skills : Differentiation – Observation.

Activity 2 **Look at the following picture, then complete.**



- Number of boys = ...
- Number of girls = ...
- Number of flags = ...
- The colors of Egypt's flag are .... , ... and ....
- The bird drawn on Egypt's flag is the ....

- Help your child to read the sentences without a mistake.
- Discuss with your child that Egypt's flag has straight lines.
- **Integration of subjects :** Math (counting numbers) – English (reading and writing) – Social studies (respect Egypt's flag).
- **Life skills :** Observation – Differentiation.

Similar And Different

Activity 1 Circle the animals that have 4 legs.

Notes for parents

- Let your child observe the pictures, then circle the animals that have 4 legs.
- **Integration of subjects :** Science (identifying the animals that have 4 legs) – Math (counting numbers).
- **Life skills :** Observation – Differentiation.





Activity 2 Circle the animals that have 2 legs.

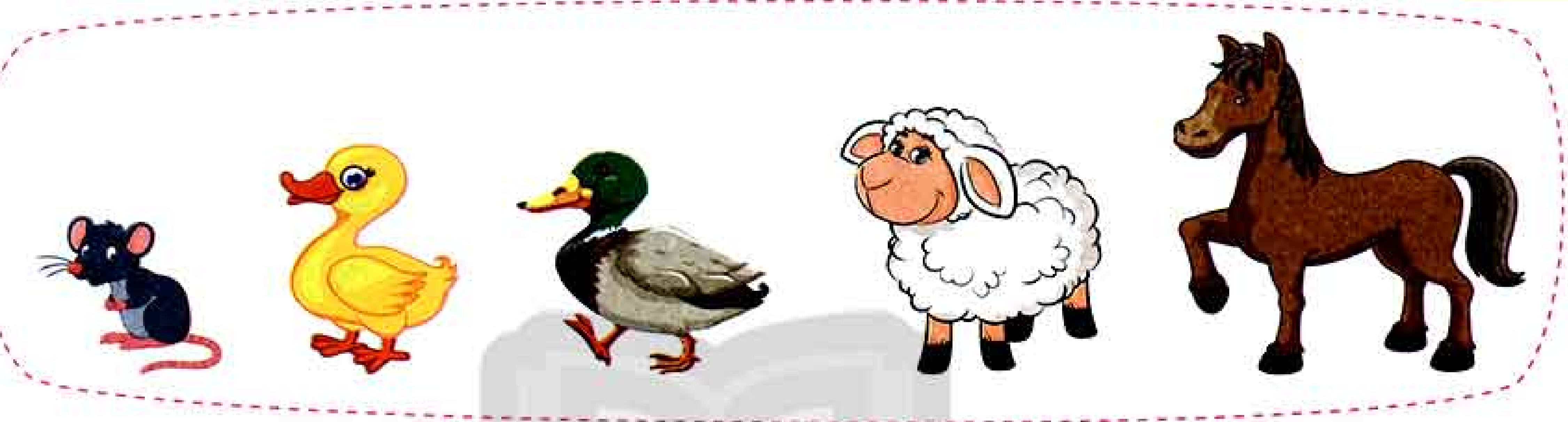


• Let your child observe the pictures, then circle the animals that have 2 legs.
- **Integration of subjects :** Science (identifying the animals that have 2 legs) – Math (counting numbers).
- **Life skills :** Differentiation – Observation.





Activity 3 Look at the following pictures, then choose.
(Note : You may choose more than one animal).





is smaller than
....







is bigger than
....









has the same size of ....







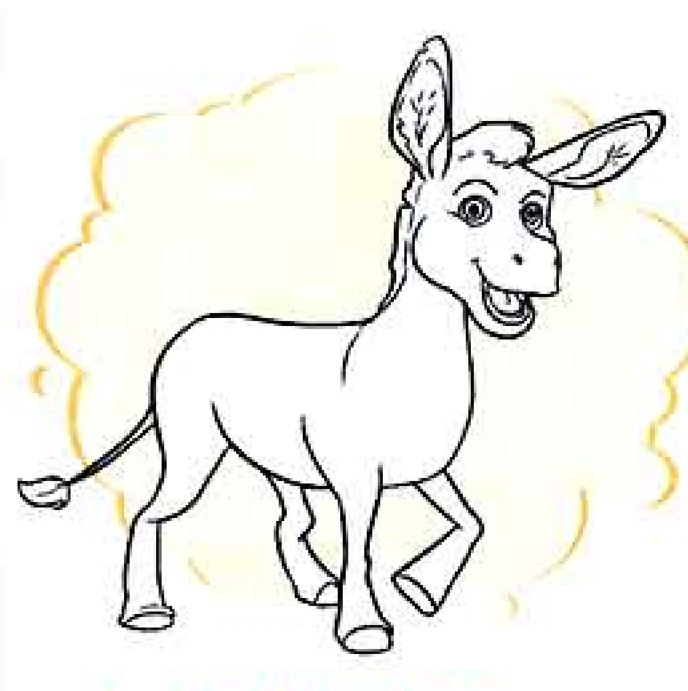
Notes for parents

- Help your child to differentiate between the sizes of animals.
- Integration of subjects : Science (identifying sizes of animals) – English (reading) – Math (comparing between sizes).
- Life skills : Differentiation – Observation.

Comparing Animals

Activity Color the pictures, then write the number of ears and feet under each picture.





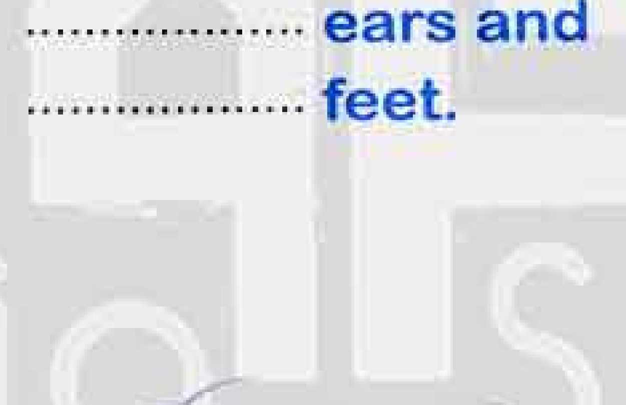
A donkey has
.... ears and
.... feet.



A gazelle has
.... ears and
.... feet.

An eagle has
.... ears and
.... feet.







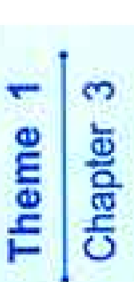
A fennec fox has
.... ears and
.... feet.

A human has
.... ears and
.... feet.

A mouse has
.... ears and
.... feet.

- Let your child color the pictures without a mistake.
- Help your child to read the sentences under each picture.

- **Integration of subjects :** Science (comparing animals according to ears and feet) – Art (coloring) – English (reading and writing) – Math (counting).
- **Life skills :** Observation – Differentiate between similarities and differences.








I have learned that

 Some animals have 2 legs such as :


Eagle


Duck


Hen


Pigeon

 Some animals have 4 legs such as :


Donkey


Sheep


Cat


Dog

- Egypt's flag has three colors which are red, white and black.
- At the middle of the flag there is an eagle in a yellow color.



THEME



The World Around Me







Chapter 1

Our Natural World

School Yard

Activity In the following maze draw ◯ around the living and ☐ around the non-living.

START

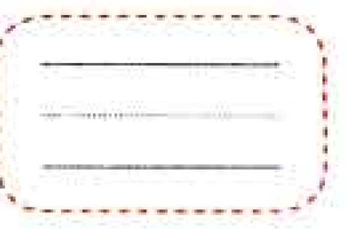
FINISH

Notes for parents
- Discuss with your child that living things need food, can move and can adapt to the environment.
- Help your child to classify all that is around him/her into living or non-living things.
- Integration of subjects : Science (living or non-living) – Art (drawing) – Math (geometric shapes).
- Life skills : Setting clear goals – Differentiation between similarities and differences – Classification.

Nature Walk

Activity • Color the circles of the living things in [green pencil] and that of the non-living in [red pencil].
• Count and write the number of living and non-living things, then circle the bigger number.

Living



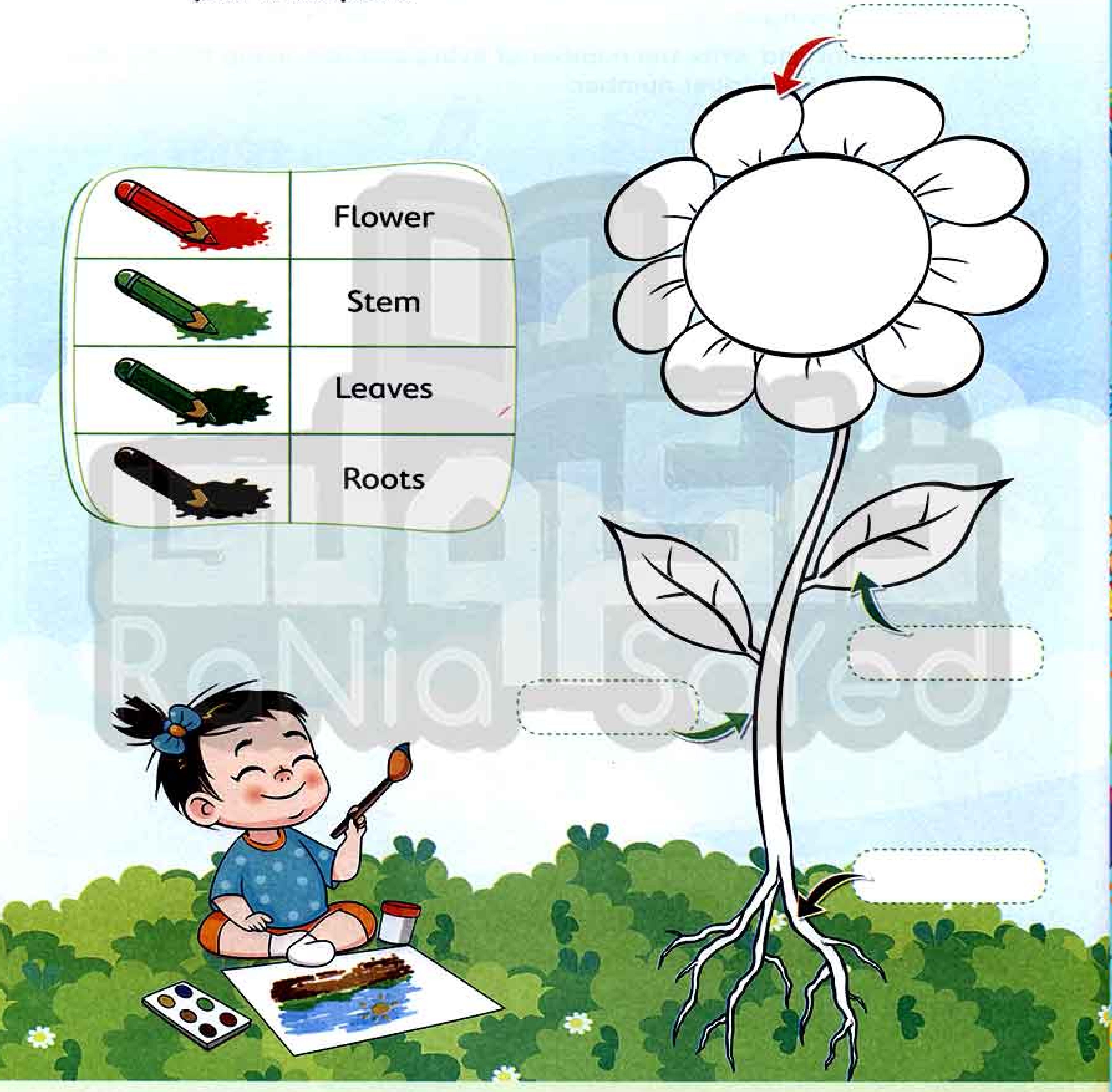
Non-living

• Help your child to count the living and non-living things in his/her room.
• Help your child to compare between numbers.
- **Integration of subjects :** Math (counting) – Art (using colors) – Science (living or non-living).
- **Life skills :** Setting clear goals – Differentiation.

Trace Plant Parts

Activity Use the color codes to color the plant, then write the names of each part of the plant.

(red)	Flower
(green)	Stem
(dark green)	Leaves
(black)	Roots



Notes for parents

- Help your child to identify plant parts.
- **Integration of subjects :** Art (coloring) – Science (plant parts).
- **Life skills :** Observation – Collecting data.

Celery

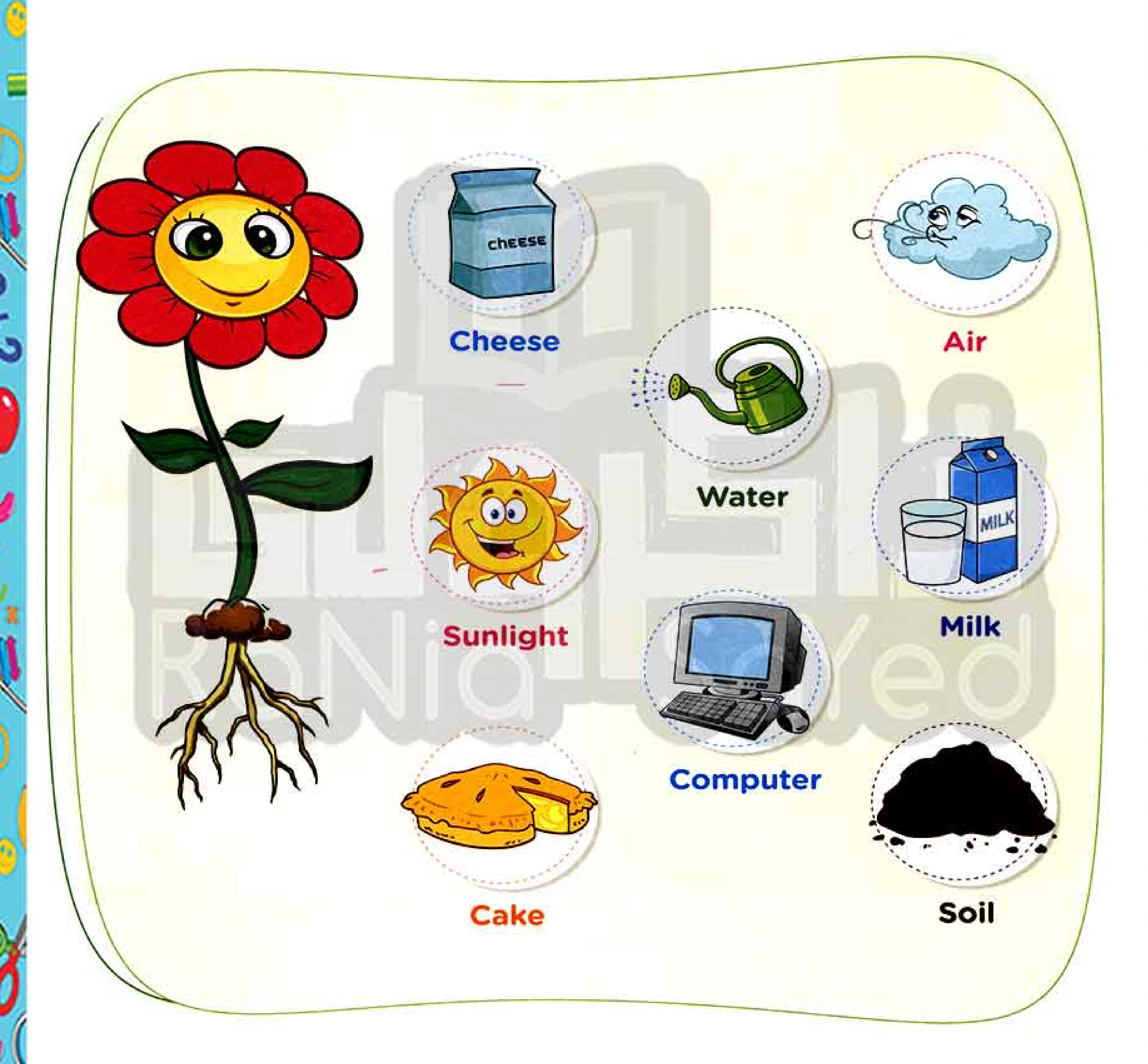
Activity (1) Match each celery placed in colored water to its expected shape after one day from placing it in the colored water as in the answered example.



- Help your child to do this experiment at home by putting celery stalks into water with food colors and see the change in the color of the leaves of celery.
- **Integration of subjects :** Science (water absorption in plants) – Art (distinguishing colors) – Vocational fields (planting).
- **Life skills :** Observation – Collecting data.

Plant Needs

Activity Draw circles around pictures that represent plant needs.



- Help your child to choose the plant needs which are soil, air, water and sunlight.
- Let your child repeat the words : "Soil", "Air", "Water" and "Sunlight".

- **Integration of subjects :** Science (plant needs) – English (repeat some words) – Vocational fields (planting).
- **Life skills :** Collecting data – Observation.



Bubbles

Activity Draw the parts of human and plant that are used to get air, then trace the words to complete the sentences.



Draw

Human can get air through nose.



Draw

Plant can get air through leaves.

Notes for parents
- Help your child to draw a nose as it helps human to get air.
- Help your child to draw leaves as they help plant to get air.
- **Integration of subjects :** Science (functions of nose and leaves) – Art (drawing) – English (writing words) – Vocational fields (planting).
- **Life skills :** Observation – Collecting data.





Plant Features

Activity 1 Match each plant to its suitable habitat, then trace the words below.















Desert

- Discuss with your child that the habitat is a place where an animal or plant lives.
- Discuss with your child how the habitat could affect the features of plants.

- **Integration of subjects :** Science (habitat) – English (writing words).
- **Life skills :** Collecting data – Asking questions.

Activity (2) Circle the parts of the following plants that help plant to get air in (green pencil) and those help plants to get water up to flowers and leaves in (red pencil).

Notes for parents

- Discuss with your child that roots and a stem work together to transfer water from the soil to leaves and flowers.
- Discuss with your child that parts of plant adapt to survive in different habitat such as desert plant must keep water inside it to overcome the hot and dry environment.

- **Integration of subjects :** Science (plant features) – Art (using colors).
- **Life skills :** Observation – Differentiation.



Animal Features

Note The stickers are at the end of the book

Activity (1) Stick the animals' stickers in the suitable habitat.

Farm

Stick here

Desert

Stick here

Sea

Stick here

Forest

Stick here

- Help your child to notice that different animals live in different habitats.
- Let your child mention some animals in different habitats.
- **Integration of subjects :** Science (habitat of animal) – English (names of animals).
- **Life skills :** Classification – Differentiation.



Activity 2 Choose the part of an animal that helps it move, then trace its name.


Fish






Eagle






Cat





Activity 3 Choose the part of an animal that helps it hide, then trace its name.


Tiger






Cheetah





Notes for parents

- Discuss with your child different features of different animals that help them move and hide.
- Discuss with your child that different animals have different features to hide such as wings of butterfly.
- Let your child repeat the names of animals.

- **Integration of subjects :** Science (animal features) – English (trace some words).
- **Life skills :** Asking questions – Collecting data.

Activity 4 **Choose the part of an animal that helps it eat, then trace its name.**


Chicken






Lion






Donkey






Fish





- Discuss with your child different features of different animals that help them eat.
- Let your child repeat the names of animals.
- **Integration of subjects :** Science (animals features) – English (trace some words).
- **Life skills :** Asking questions – Collecting data.



Brown Bear

Activity Trace the words below, then choose the habitat of the brown bear and importance of each feature.

Teeth

Fur

Claws

Choose

- The habitat of the brown bear is ....

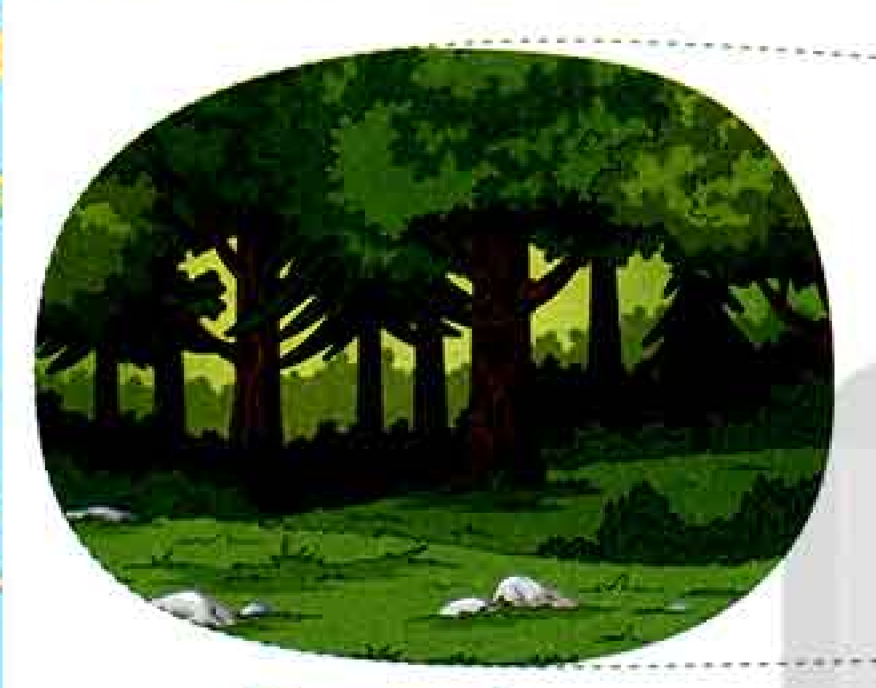
Forest | Desert | Sea

- The thick fur of the brown bear helps it ....
(eat – survive the weather – hide)
- The sharp claws of the brown bear help it ....
(survive the weather – hide – move)
- The strong teeth of the brown bear help it ....
(eat – hide – survive the weather)

Notes for parents
- Discuss with your child that the brown bear lives in the forest.
- Discuss with your child some other information about features of the brown bear.
- **Integration of subjects :** Science (habitat and features of animals) – English (tracing some words).
- **Life skills :** Asking questions – Observation.



Activity Draw an animal that belongs to each habitat.



Forest



Desert



Farm

- Discuss with your child the information about the features of the animals he/she drew and how these features help the animals survive in their habitats.
- **Integration of subjects :** Science (habitat of animals) – Art (drawing).
- **Life skills :** Setting clear goals – Asking questions.

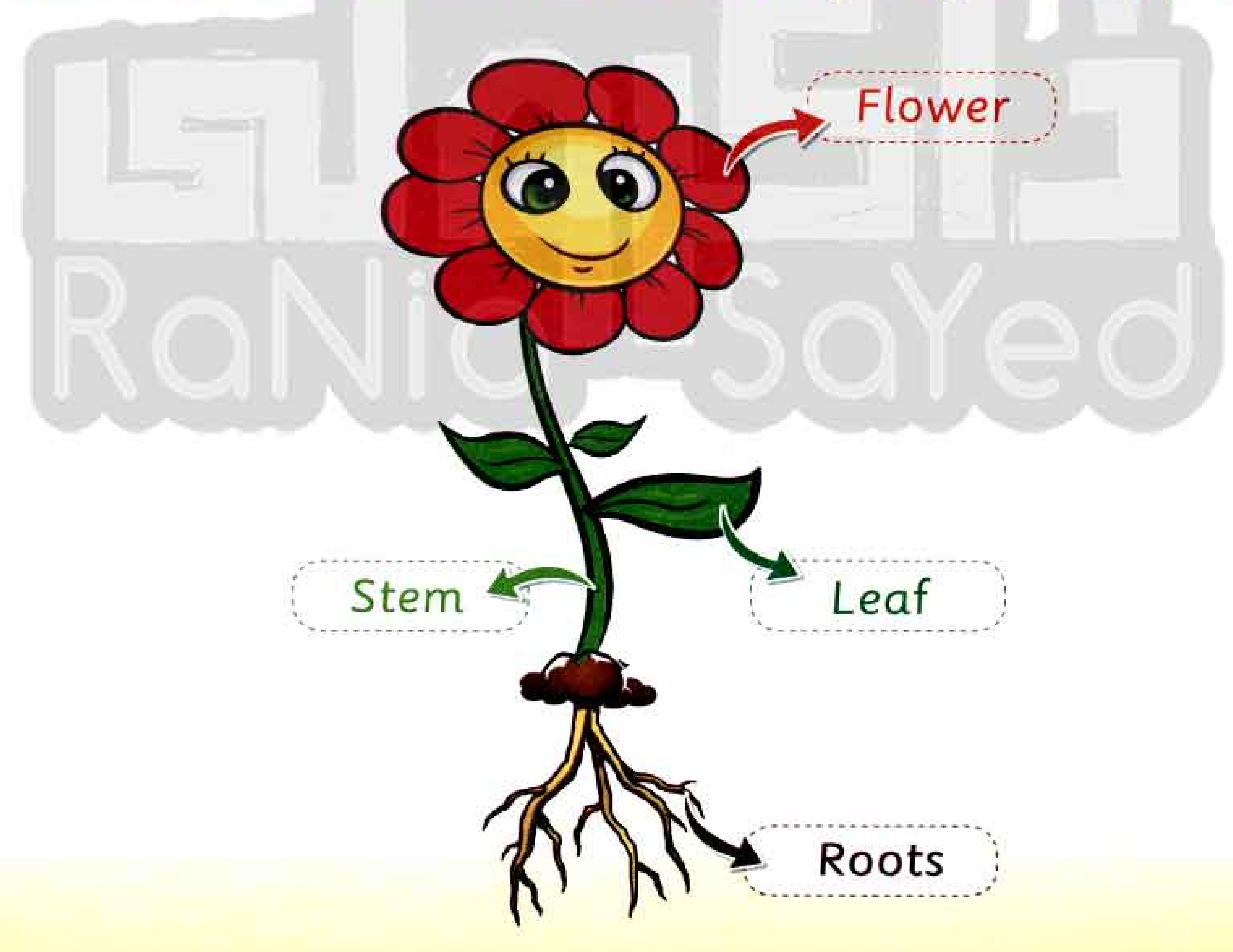


I have learned that

- Objects around us are divided into living things and non-living things.



- Plant consists of 4 Parts which are flower, stem, leaves and roots.



Habitat is the place where a plant or animal lives.

EXAMPLES:



FOREST



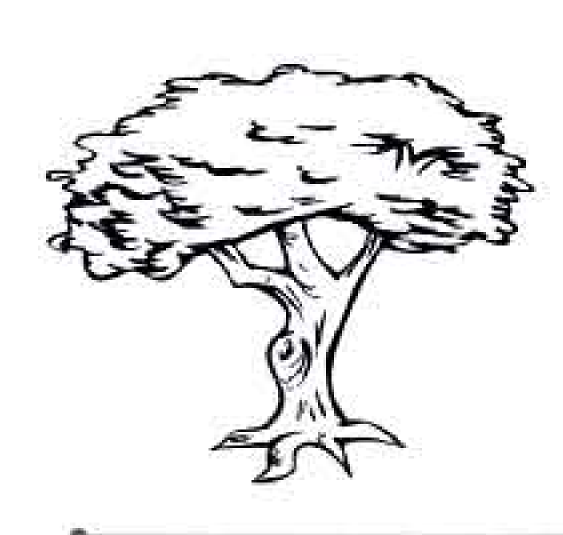
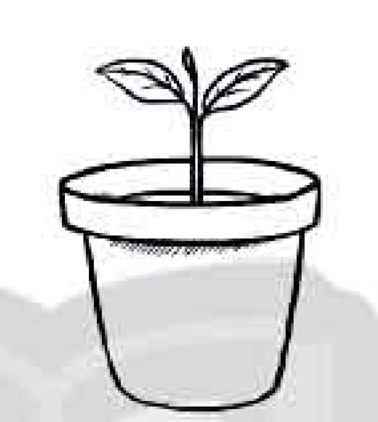
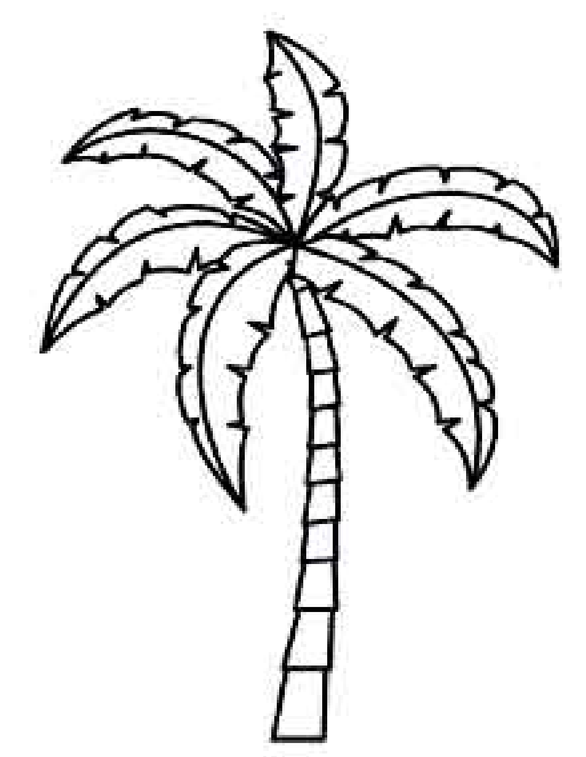
DESERT

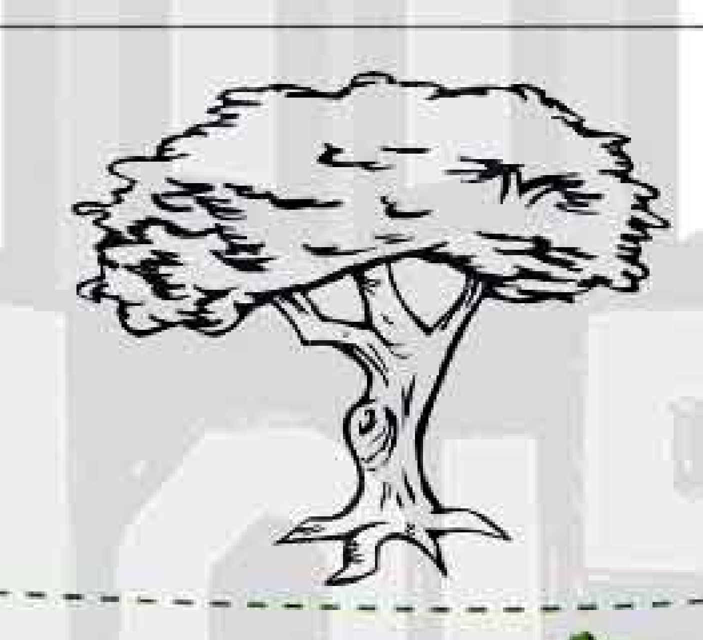
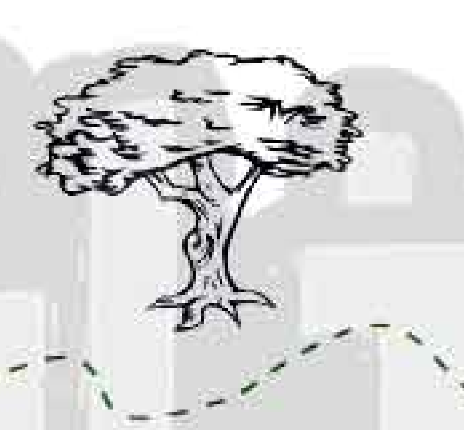


FARM

Bigger Or Smaller

Activity 1 Color the biggest plant in each row.

Activity 2 Circle the biggest kid using [green pencil] and the smallest kid using [blue pencil]



Notes for parents

- Help your child to compare different types of plant.
- Help your child to compare different things using words bigger or smaller.
- With your child repeat the words "bigger" and "smaller".

- **Integration of subjects :** Science (bigger or smaller) – English (repeating words) – Math (comparing sizes).
- **Life skills :** Differentiation – Respect for diversity.

Activity 3 Trace the names of the animals, then choose the right answers to the questions below.


Elephant

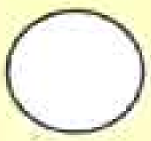

Mouse


Cat


Lion

Dog



				Bigger	Smaller
	is	than			
	is	than			
	is	than			
	is	than			

• Help your child to differentiate between animals using the words "bigger" and "smaller".
- **Integration of subjects :** Science (animal differentiation) – English (tracing some words) – Math (comparing sizes).
- **Life skills :** Classification – Observation.

Activity 4 Color only the circle of the bigger object in each row.






Activity 5 Color the smaller object in each row.





Notes for parents

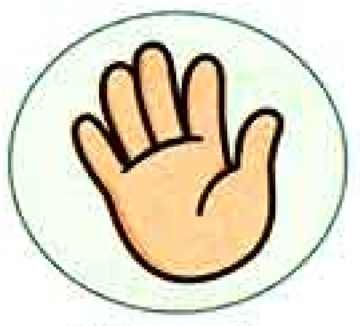
- Discuss with your child different objects in the surrounding environment.
- Encourage your child to describe things by using sentences like : "This book is smaller than this car".

- **Integration of subjects :** Math (bigger or smaller) – English (making simple sentences) – Art (using colors).
- **Life skills :** Setting clear goals – Classification.

The Visitor From Space

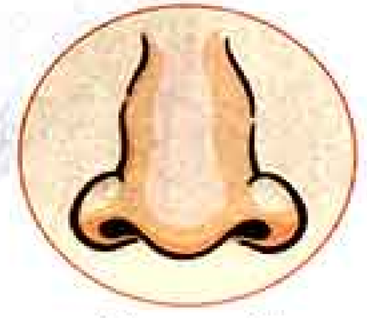
Activity **Trace the words, then match each picture with the sense that is used to discribe one of the properties of the water.**


Hearing


Touch


Sight


Taste


Smell













- Encourage your child to describe the properties of water using their senses for example : "Water has no smell" – "Water has no color" .... etc.
- **Integration of subjects :** English (tracing words and making simple sentences) – Science (properties of water).
- **Life skills :** Collecting data – Asking questions.

Map Of Egypt

Activity Complete coloring the places where you see water on the map of Egypt using ✏.

Mediterranean Sea

River Nile

Red Sea

Lake Nasser

Notes for parents
- Discuss with your child the different places where he/she can see water on the map of Egypt.
- **Integration of subjects** : Social studies (map of Egypt) – Art (Coloring).
- **Life skills** : Collecting data – Asking questions.

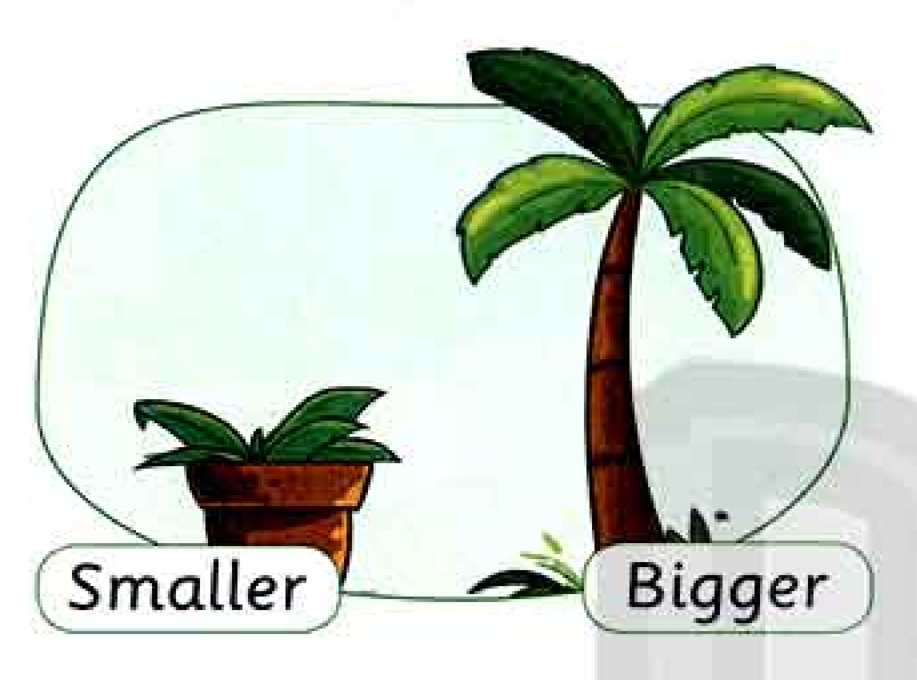






I have learned that

- I can differentiate between the same things or different things using the words : "bigger" – "smaller".



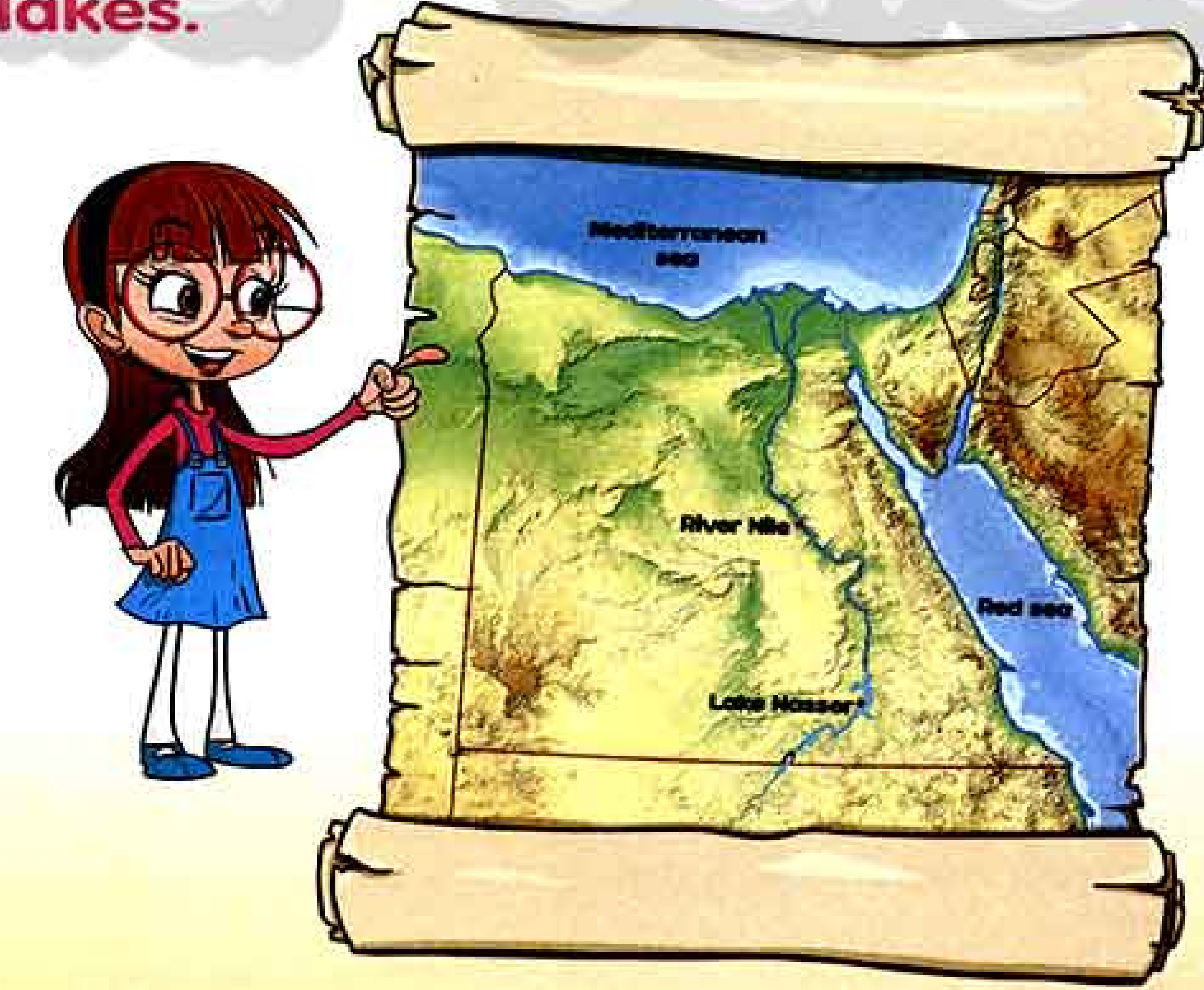


- There are different properties of water such as :

  - Water has no smell.
  - Water has no taste.
  - Water has no color.



- In Egypt we have different sources of water sush as seas, rivers and lakes.



Daytime Sky

Activity 1 Put (✓) or (✗) in front of each sentence to describe the Sun.

I can **taste** the Sun. ◯

I cannot **smell** the Sun. ◯

I can **hear** the Sun. ◯

I can **feel** the heat of the Sun. ◯

I cannot **see** the Sun. ◯

Notes for parents

- Discuss with your child that we cannot smell, taste or hear the Sun.
- Discuss with your child that we cannot touch the Sun but we can feel the heat of the Sun.
- Warn your child of looking directly at the Sun as the Sun is so powerful and it can harm his/her eyes.

- **Integration of subject :** Science (properties of the Sun) – English (reading sentences).
- **Life skills :** Collecting data – Observation – Asking questions.





Drawing My Shadow

Activity 1 Match each picture with its suitable shadow.

Cat
Tree
Girl
Bicycle
Butterfly

Notes for parents
- Discuss with your child that every object has a shadow just looks like it.
- Let your child repeat the words below the pictures.
- **Integration of subjects :** Science (forming shadow) – English (repeat some words).
- **Life skills :** Observation – Differentiation.





Activity 2 Put (✓) at the right position of the shadow of the kid in each row according to the position of the Sun, then complete the sentences below by choosing the right word.

The shadow is .... the boy.

(in front of - behind)



The shadow is .... the girl.

(in front of - behind)



- Help your child to try different positions of shadow outside your home.
- With your child, discuss the difference between in front of and behind.

- **Integration of subjects :** Science (formation of shadow) – English (reading sentences) – Social studies (in front of / behind).
- **Life skills :** Observation – Collecting data.



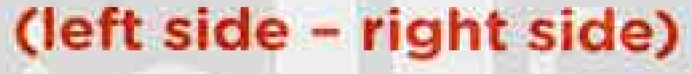
Activity 3 **Put (✓) at the right position of the shadow of the kid in each row according to the position of the Sun, then complete the sentences below by choosing the right word.**

The shadow is on the .... of the girl.

(left side - right side)



The shadow is on the .... of the boy.







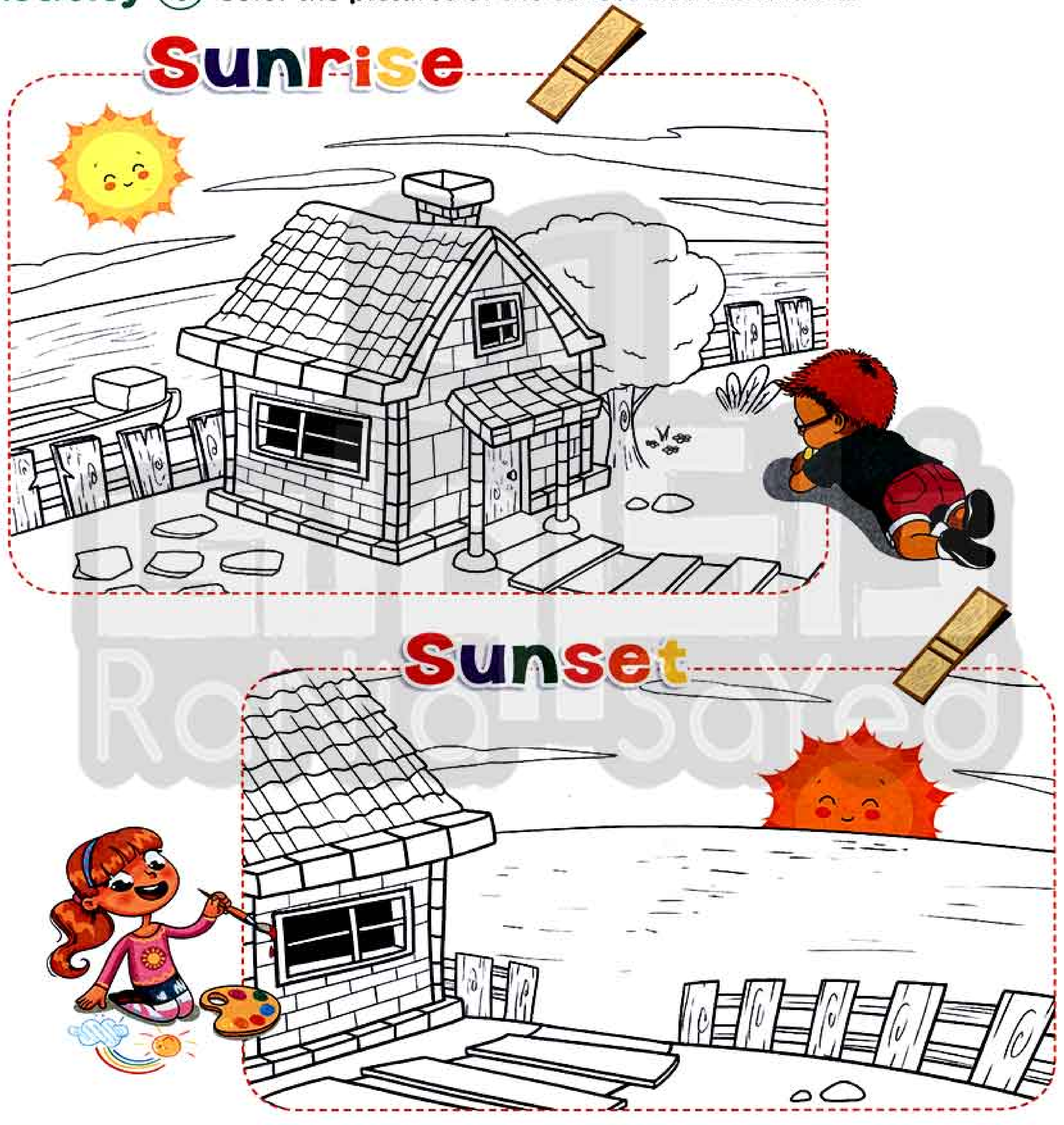
Notes for parents

- Help your child to try different positions of shadow outside your home.
- Discuss with your child the difference between : left and right.

- **Integration of subjects :** Science (formation of shadow) – English (reading sentences) – Social studies (right / left).
- **Life skills :** Observation – Asking questions.

Investigating The Night Sky

Activity 1 Color the pictures of the sunset and the sunrise.



- Discuss with your child the difference between the sunrise and the sunset.
- Discuss with your child that the Sun appears to move in the sky but in fact the Earth moves around the Sun, so we see the Sun moves.
- With your child, discuss the sunset is the beginning of the night.

- **Integration of subjects :** Science (sunrise and sunset) – Art (coloring).
- **Life skills :** Observation – Collecting data.

Activity 2 **Trace the words below, then write the words in the word bank in the suitable place in venn diagram.**

Word bank : Close – Look bright – Hot – Far – White – Cool – Shining.

Moon

Star

Notes for parents

- With your child, discuss the moon is close, cool and white.
- With your child, discuss the stars are far, hot and shining.
- With your child, discuss the moon and stars look bright.

- **Integration of subjects :** Math (venn diagram) – Science (properties of moon and stars).
- **Life skills :** Asking questions – Collecting data.




Activity 3 Color the sky in in each picture.



- With your child, discuss the moon appears in different shapes according to its place around the Earth.
- **Integration of subjects** : Science (moon phases) – Art (coloring).
- **Life skills** : Observation – Collecting data.

Drawing The Night Sky

Activity 1 Draw the sky at night.







Notes for parents

- Discuss with your child what he/she sees in the sky at night.
- Help your child to choose suitable colors for the drawing as black color for the sky.
- **Integration of subjects :** Science (night sky) – Art (drawing).
- **Life skills :** Observation – Collecting data.





Activity 2 Count the stars in each picture, then write the numbers next to each picture.

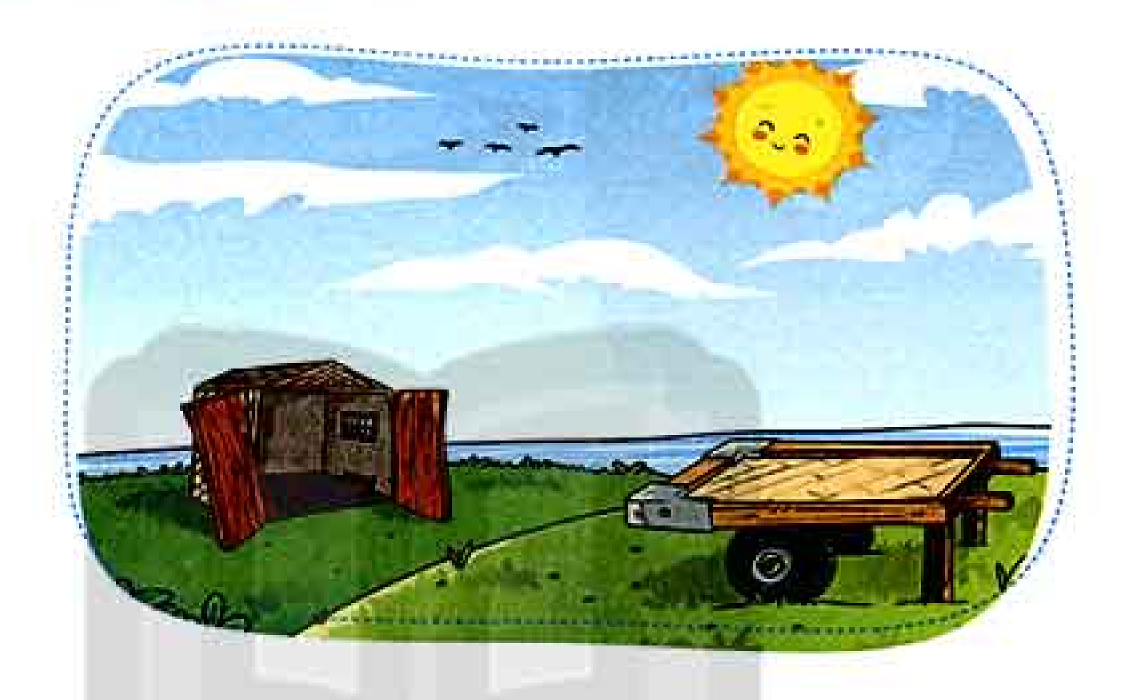


- Help your child to practice his/her math skills on counting different things around him/her.
- **Integration of subjects :** Science (night sky) – Math (counting).
- **Life skills** :Observation – Setting clear goals.



I have learned that

- I can see different things in the sky at the daytime such as birds, clouds and the Sun.



- I can see different things in the sky at night such as the moon and the stars.



- The shadow of an object depends on the location of the Sun (light source).





Maps And Pictures

Activity Write "map" under the figure that represents a map and "picture" under the figure that represent a places.





....





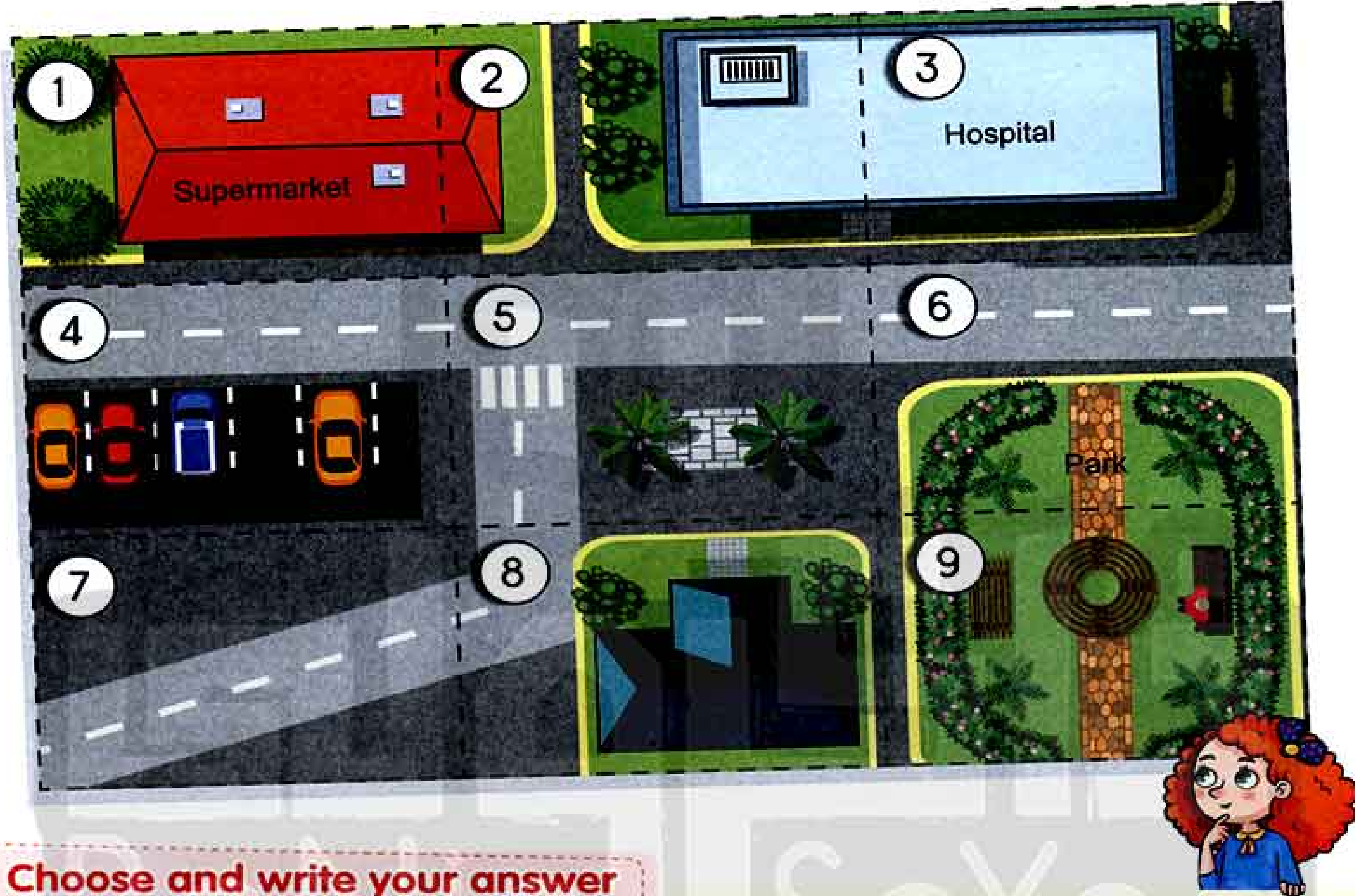
....

- Help your child to differentiate between maps and pictures.
- Discuss with your child the importance of maps.

- **Integration of subjects :** Social studies (the difference between the map and the image) – English (writing).
- **Life skills :**Differentiation – Asking questions.

Practice With Maps

Activity 1 Study the map, then complete the sentences below by choosing the correct answer.



Choose and write your answer

- The school is beside the ....

  (park – supermarket – hospital)

- The parking lot is found in Box ....

  (9 – 3 – 4)

- The park is next to the ....

  (hospital – school – parking lot)

- The supermarket is found in boxes .... and boxes ....

  (3 and 4 – 7 and 8 – 1 and 2)

Notes for parents
- With your child, discuss the location of the places using the map.
- **Integration of subjects** : Social studies (maps) – English (reading sentences).
- **Life skills** : Collecting data – Differentiation.

Activity 2 Study the map, then complete the table below as shown in the answered example.





Place	key	Found in
Hospital	■	box 1 and box 2.
....	▬	box ...... and box 3.
....	●	box ....
Houses	....	box ...... and box 9.

- With your child, discuss that each place on the map has different key.
- Discuss with your child how to use the key for studying maps.
- **Integration of subjects :** Social studies (maps) – English (writing).
- **Life skills :** Asking questions – Collecting data.

Activity 3 **Help Samy to find his way to the school by tracing the right path, then complete the sentence below.**

Complete the sentence

The path to school is found in boxes .... , ... , ...
and ....

Notes for parents

- Help your child to describe direction to any place using maps.
- With your child, repeat some words to describe directions such as : next to – behind – forward .... etc.

- **Integration of subjects :** Social studies (using maps) – English (giving directions).
- **Life skills :** Collecting data – Asking questions – Differentiation.






نفوقك في أي عمل عليه العلامة دي
ذاكرولي
Chapter
2
Man-Made World
11

Natural Or Man-Made

Activity Write (N) for natural objects and (M) for man-made objects for the numbers that this picture indicates.



1	2	3	4	5	6	7	8	9
M	N							

Notes for parents

- Help your child to differentiate between natural and man-made objects.
- Help your child to mention other examples of natural and man-made objects.
- **Integration of subjects** : Math (using numbers) – English (writing).
- **Life skills** : Differentiation – Setting clear goals.

School Yard Classification : Natural And Man-Made

Activity Label the following pictures as natural or man-made.

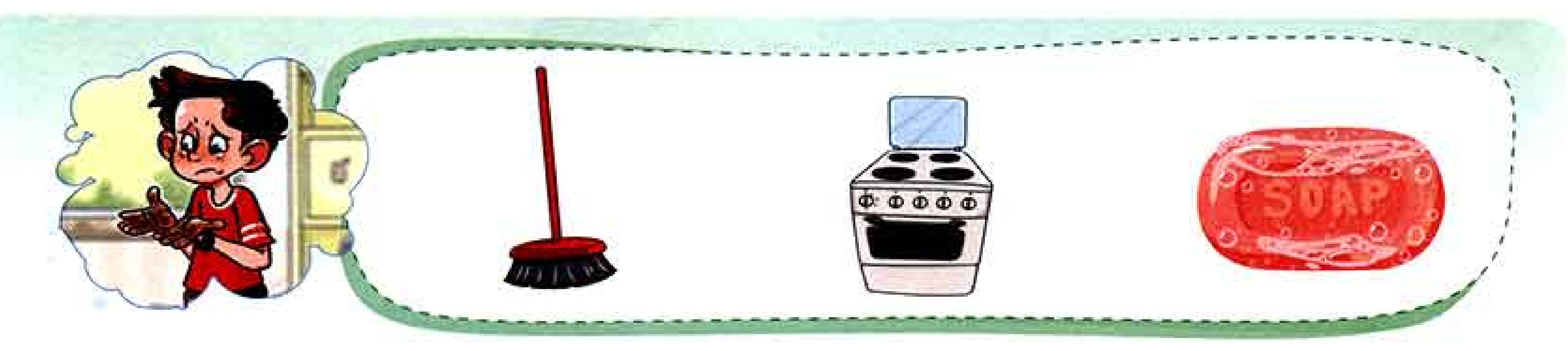


- Help your child to differentiate between natural and man-made objects.
- Let your child repeat and write the words (Natural – Man-made).

- **Integration of subjects :** Science (know the difference between natural and man-made objects) – English (reading and writing words).
- **Life skills :** Differentiation – Exchange information.

Technology Helps !

Activity Circle one or more tools that help in each of the following tasks.



Notes for parents

- Discuss with your child technology as a man-made tool.
- Help your child to repeat the word (Technology).

- **Integration of subjects :** Science (understanding of the characteristics of technology) – English (repeating word) – Vocational fields (works tools) – Economics and applied science (clothing and handicrafts).
- **Life skills :** Observation – Setting clear goals.

My Imagination : Working In A Garden

Activity Color the picture then stick your portrait.



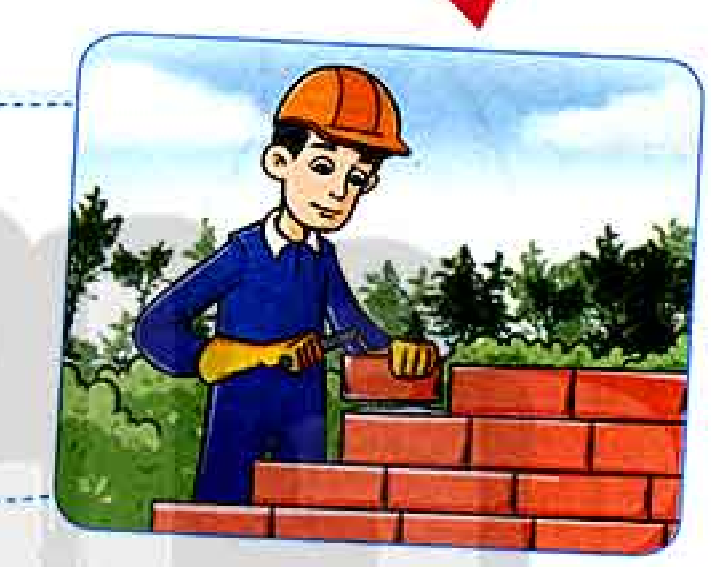
- Discuss with your child the garden, who work in it and its components.
- **Integration of subjects** : Vocational fields (match pictures of agricultural tools with the professions in the community) – Art (coloring).
- **Life skills** : Respect the others – Setting clear goals – Good listening.

Tending A Garden : Jobs And Tools

Activity 1 Read the following sentences, then answer the questions below.



- Designer works in gardens.
- Designer makes the garden plan.



- Builder works in gardens.
- Builder makes the man-made objects in the garden



- Gardener works in gardens.
- Gardener cares for natural objects in the garden.

Put ✓ or ✗

- Builder makes natural objects in the garden. ( )
- Gardener works in home. ( )
- Designer makes the garden plan. ( )

Notes for parents

- Discuss with your child the work of designer, builder and gardener in garden.
- Repeat with your child the following words (Designer – Builder – Gardener – Garden).
- **Integration of subjects :** Social studies (jobs in garden) – English (repeat some words) – Vocational fields (jobs and tools).
- **Life skills :** Respect the opinions of others – Good listening – Setting clear goals.

Activity 2 Color the circle of builder's tools in green , designer's tools in and gardener's tools in .



Play & learn

- Discuss with your child other tools of builders, designers and gardeners.
- **Integration of subjects :** Social studies (tools of jobs in garden) – Art (colors) – Vocational fields (jobs and tools).
- **Life skills :** Discovering – Understanding the relationships.

Who Works In The Garden ?

Activity Match each person with his job.

Notes for parents

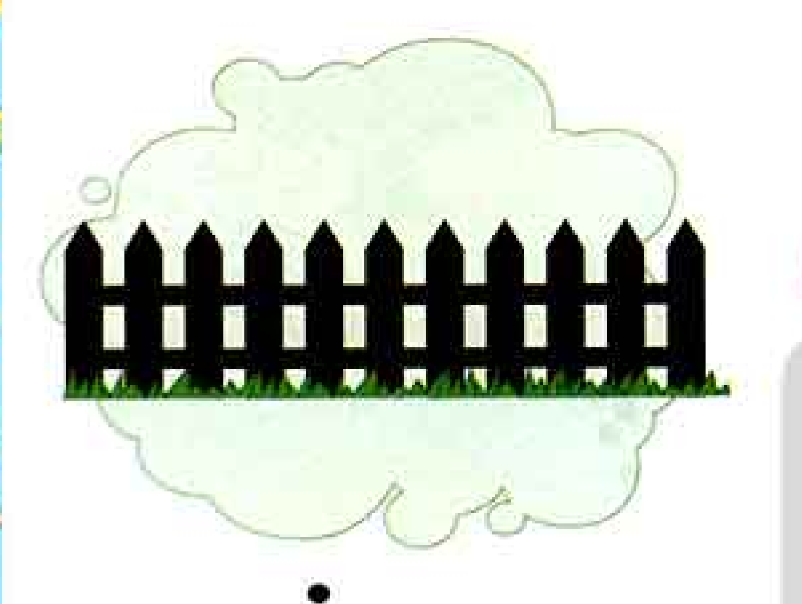
- Discuss with your child who works in the garden.
- Help your child to match each person with his job.
- Repeat with your child the following words (Designers – Builders – Gardeners – Garden).
- Integration of subjects : Social studies (who works in garden) – English (repeat some words).
- Life skills : Observation – Discovering.





Tools And Technology Of Agriculture

Activity Match each tool with the material that is made of and its use then trace the words.



















- Discuss with your child other examples of tools and technology of agriculture.
- **Integration of subjects** : Social studies (tools of agriculture) – English (reading and tracing) – Vocational fields (agricultural tools).
- **Life skills** : Collecting data – Communication – Good listening.



I have learned that



Natural objects like :

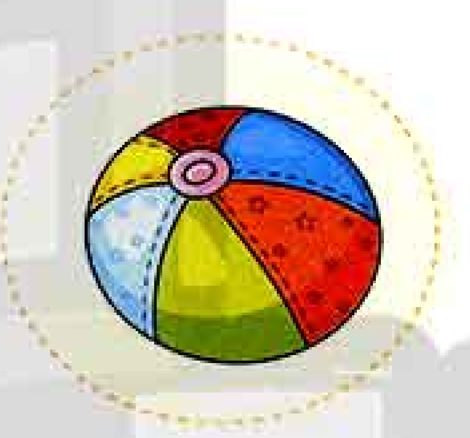







Man-made objects like :

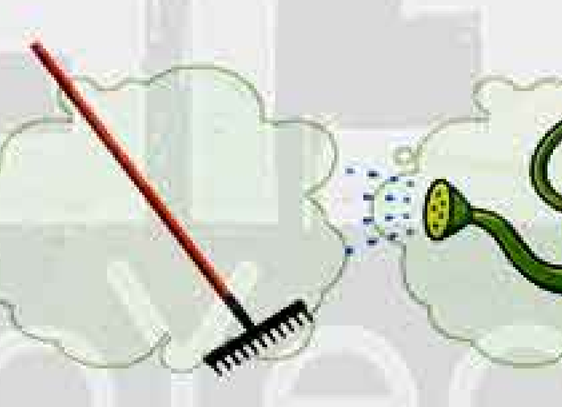




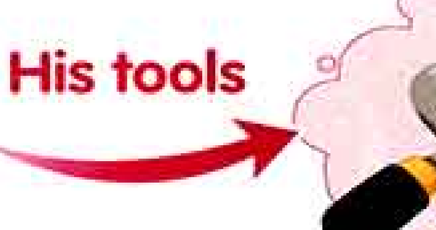

Persons who work in garden are :





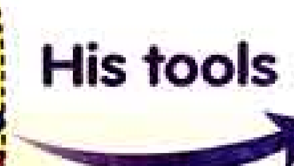




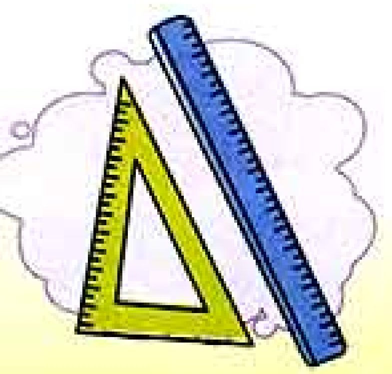












Planning A Meal

Activity 1 Color then choose to make a healthy meal.

Eggs

Sweets

Bread

Salad

Chips

CHIPS

Mango

Notes for parents

- Discuss with your child the healthy food like (eggs, milk , meat .... etc.) and the unhealthy food like (fast meals , fizzy drinks , sweets .... etc.).
- **Integration of subjects :** Science (know healthy food) – Art (coloring) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Observation – Differentiation – Asking questions.





Activity 2 Classify the stickers of food into : Food comes from plants and Food comes from animal.

Food comes from plant

Stick here

Stick here

Stick here



Food comes from animal

Stick here

Stick here

Stick here



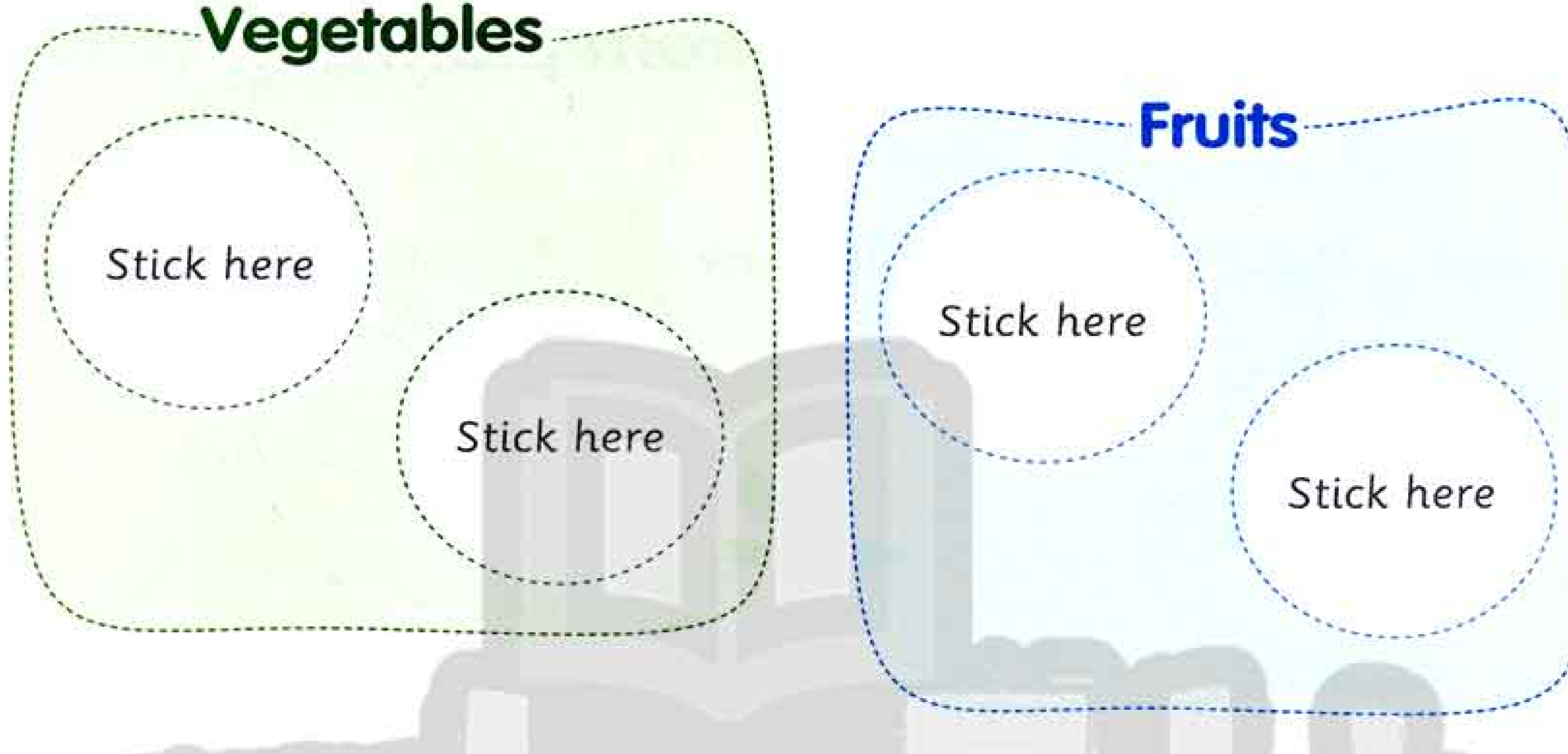


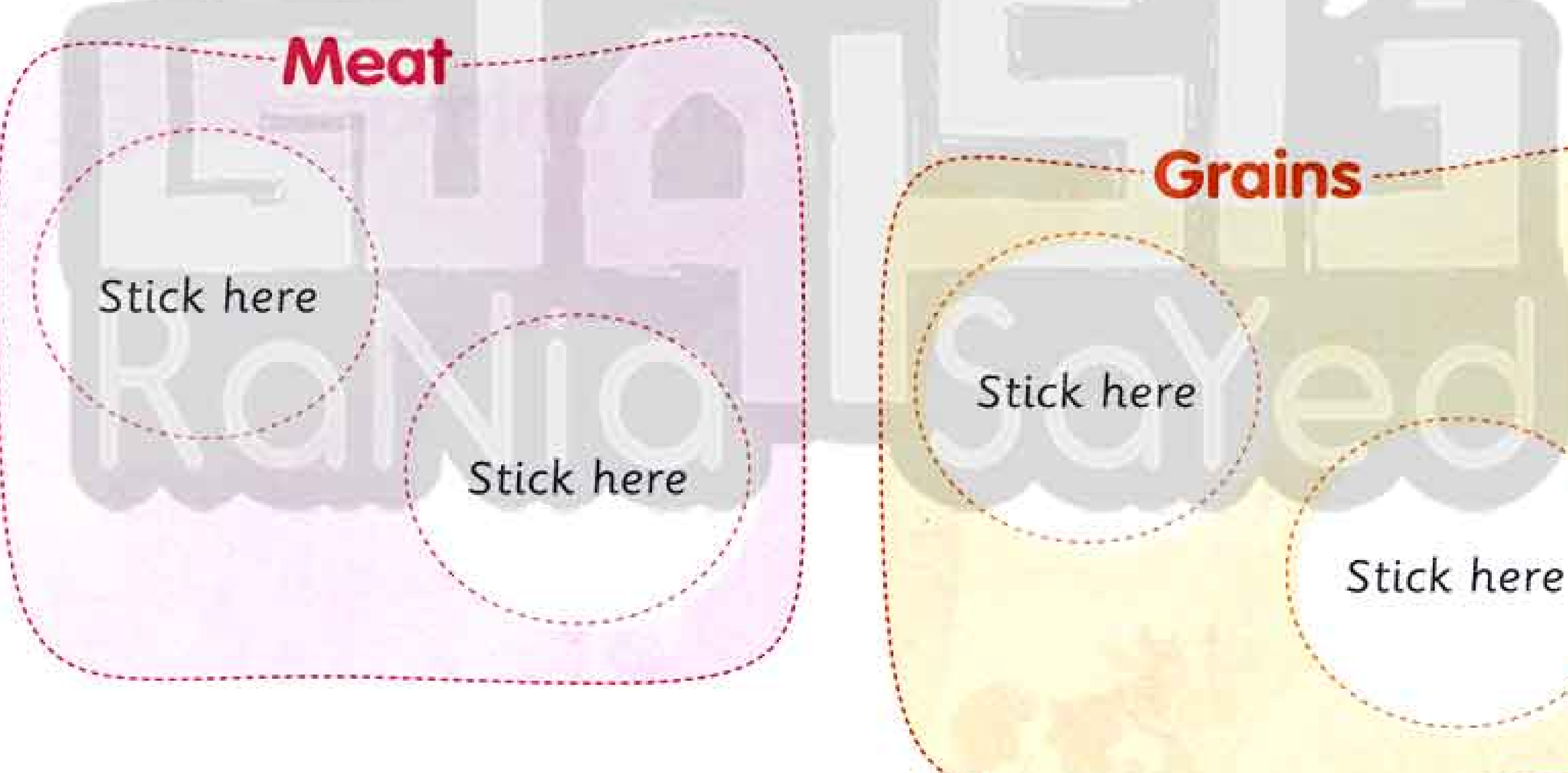
Note The stickers are at the end of the book

- Repeat with your child the following words (Animal – Plant).
- Help your child to classify food according to its sources.
- Let your child mention other examples of food and their sources.

- **Integration of subjects :** Science (classify food) – English (repeat some words).
- **Life skills :** Collecting data – Setting clear goal.

Activity 3 Put the stickers to classify food groups.







Note
The stickers are at the end of the book

Notes for parents

- Repeat with your child the following words (Vegetables – Fruits – Meat – Grains).
- Help your child to classify food to four groups.
- **Integration of subjects :** Science (groups of food) – English (repeat some words) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Differentiation – Exchange information – Classification.

How Do We Travel ?

Activity 1 Match the front half of each transport with its back half.

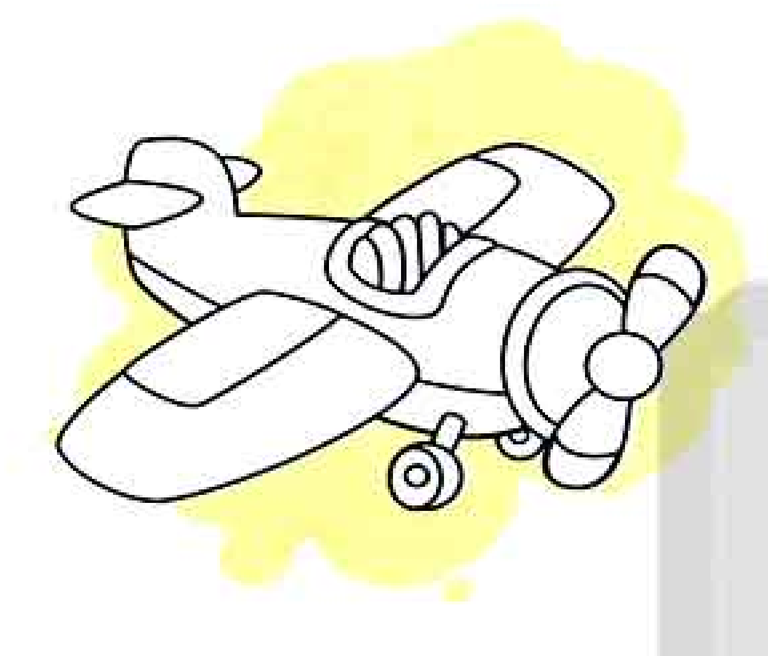
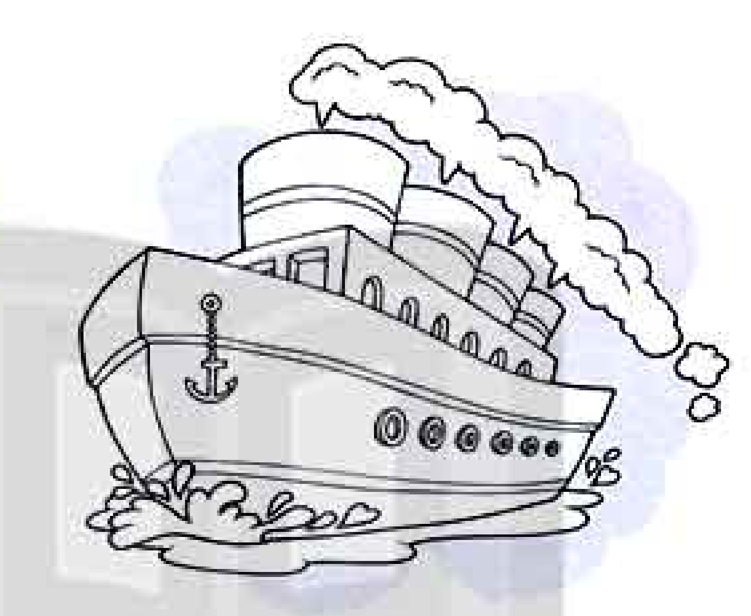
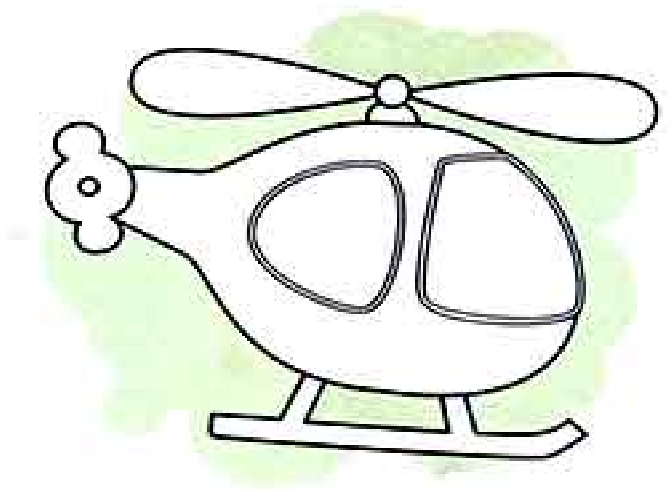
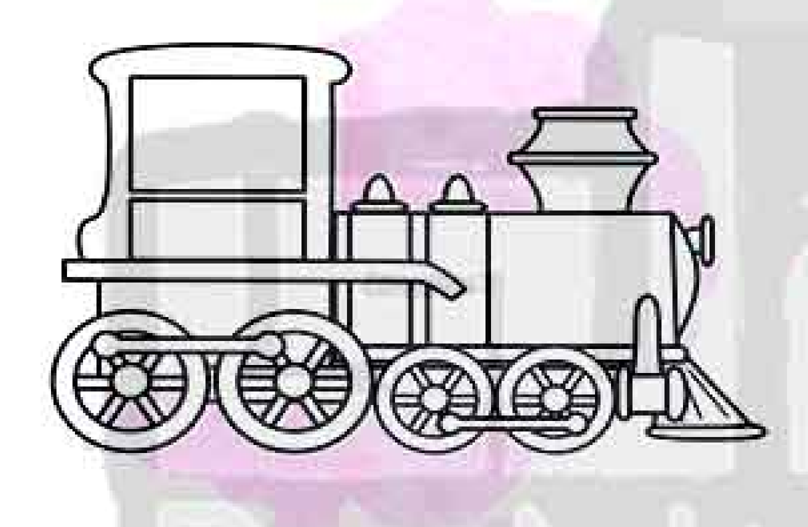


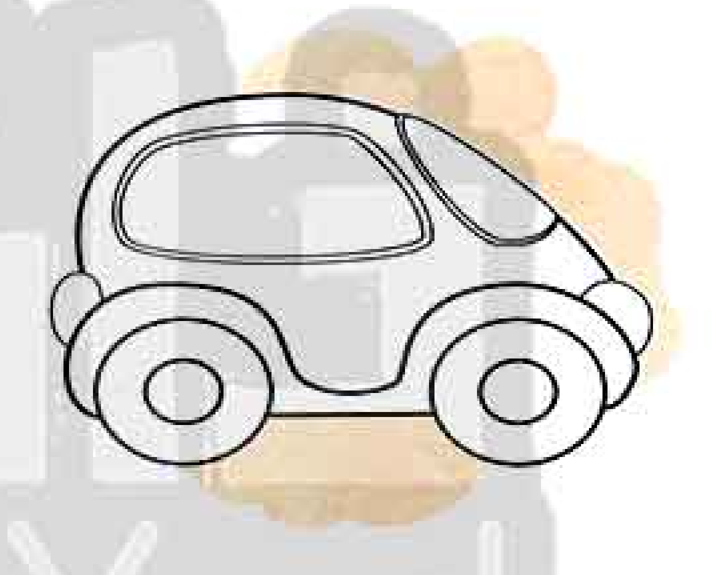
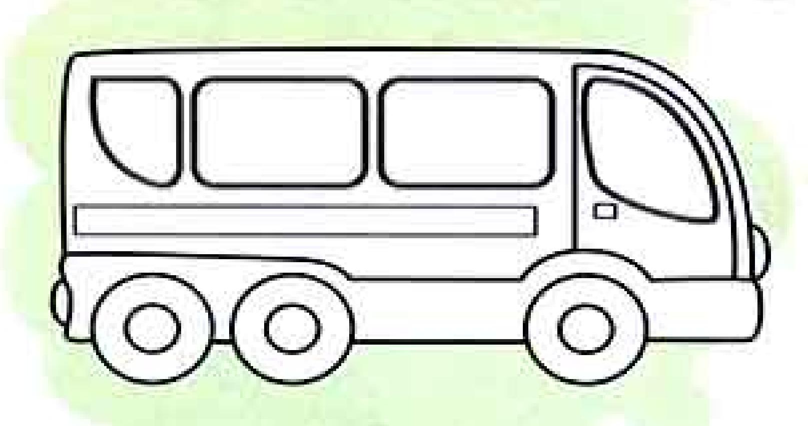
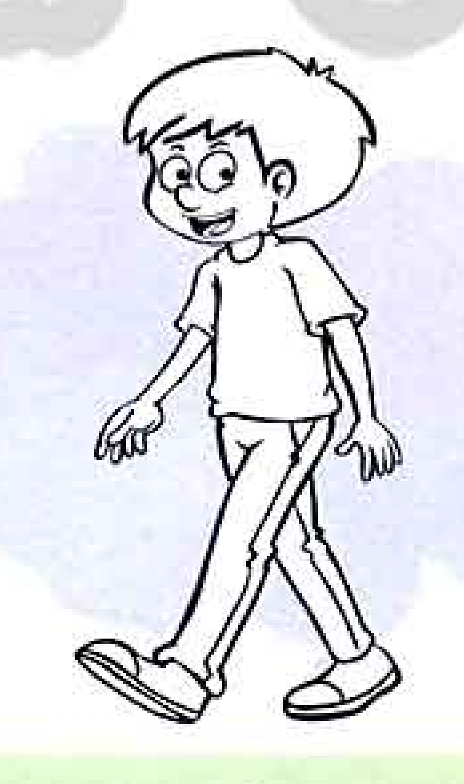
- Discuss with your child the different types of transportation.
- Repeat with your child names of different types of transportation such as (Plane – Bus – Walking – Ship – Car – Bicycle – Train).

- **Integration of subjects :** Social studies (identifying transportation) – English (repeating names of different types of transportation).
- **Life skills :** Discovering – Observation.

Activity 2 Color the transportations that go in air in red, on tracks in blue and in water in green.




Notes for parents

- Discuss with your child the different means of transportation, then color them.
- **Integration of subjects :** Social studies (identifying different forms of transportation) – Art (coloring).
- **Life skills :** Critical thinking – Identifying the relationships.

Improving An Intersection

Activity Color the following picture.

HPY123

- Discuss with your child the importance of following the traffic signs and traffic rules.
- Help your child to know what each color of the traffic lights means.

- **Integration of subjects :** Social studies (identifying the traffic lights) – Art (coloring).
- **Life skills :** Identifying the relationships – Respecting the rules.



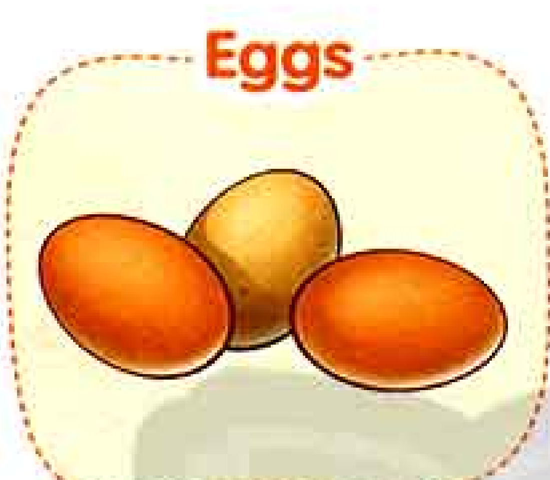

I have learned that

The healthy food like :

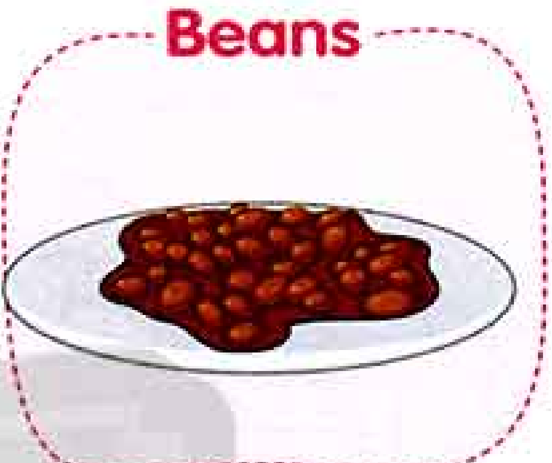
Fruits & Vegetables



Eggs



Beans



Fish

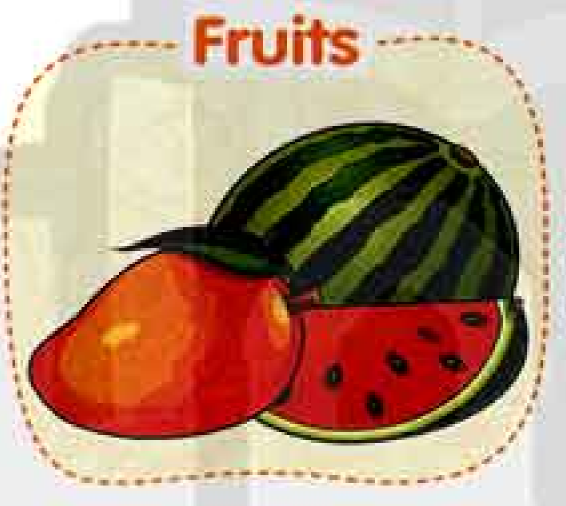


Food is classified into four groups :

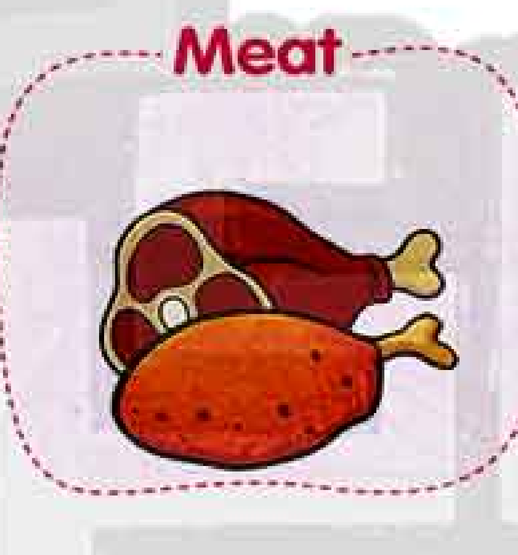
Vegetables



Fruits



Meat



Grains



Transportations go :



On air



On tracks





On water



National Celebrations

Activity 1 Color the following picture then trace the sentence below.

New Year's Eve

- Help your child to color the picture and trace the sentence.
- Discuss with your child what you do at new year's eve.





Activity 2 Color the following picture then trace the sentence below.

Revolution Day

Notes for parents

- Discuss with your child some national celebrations such as New Year's Eve and Revolution Day.
- Help your child to trace the sentence.
- **Integration of subjects :** Social studies (national celebrations) – Art (coloring) – English (trace sentence).
- **Life skills :** Exchanging information – Identifying relationship – Asking questions.





Activity 3 Color the following picture then trace the sentence below.



Merry Christmas

• Help your child to color the picture and trace the sentence.
• Discuss with your child how people celebrate Christmas in Egypt.

Activity 4 Color "Ramadan Lantern" in the following picture then trace the sentence below.



Happy Ramadan

Notes for parents

- Help your child color the picture and trace the sentence.
- Discuss with your child how people celebrate Ramadan and Eid Al Fitr.



Invitation

Activity Complete and color the invitation then cut it.

Invitation

For : ....

You Are Invited To My Birthday Party In The Garden Of Our House.

Date : ....

Time : ....

From, ...

- Help your child to complete then color the invitation.
- Discuss with your child how to prepare the birthday party.
- Help your child to cut the card at the green lines and fold it at the red lines.

Party Balloons !

Activity (1) Color the picture then answer the questions below.

Complete

- The number of all balloons is ....
- The and have .... balloons.
- The and have .... balloons.
- The , and have .... balloons.

- Help your child to solve these addition problems by "Put together".
- Repeat with your child (Adding by "Put together").
- **Integration of subjects :** Math (solve problems) – Art (coloring).
- **Life skills :** Counting – Communication – Observation.





Activity 2 Color the pictures then answer the questions below.



Complete

- The number of 🧁 is ....
- If they eat 2 pieces ! How many pieces of 🧁 are left ? ....



Complete

- The number of 🕯 is ....
- If 2 candles are put out ! How many candles 🕯 are left ? ....

Notes for parents
- Help your child to solve these subtraction problems by "Take away".
- **Integration of subjects :** Math (solve problems) – English (reading).
- **Life skills :** Counting – Observation.





Planning A Party

Activity Read the sentences then order the pictures.

Guests eat



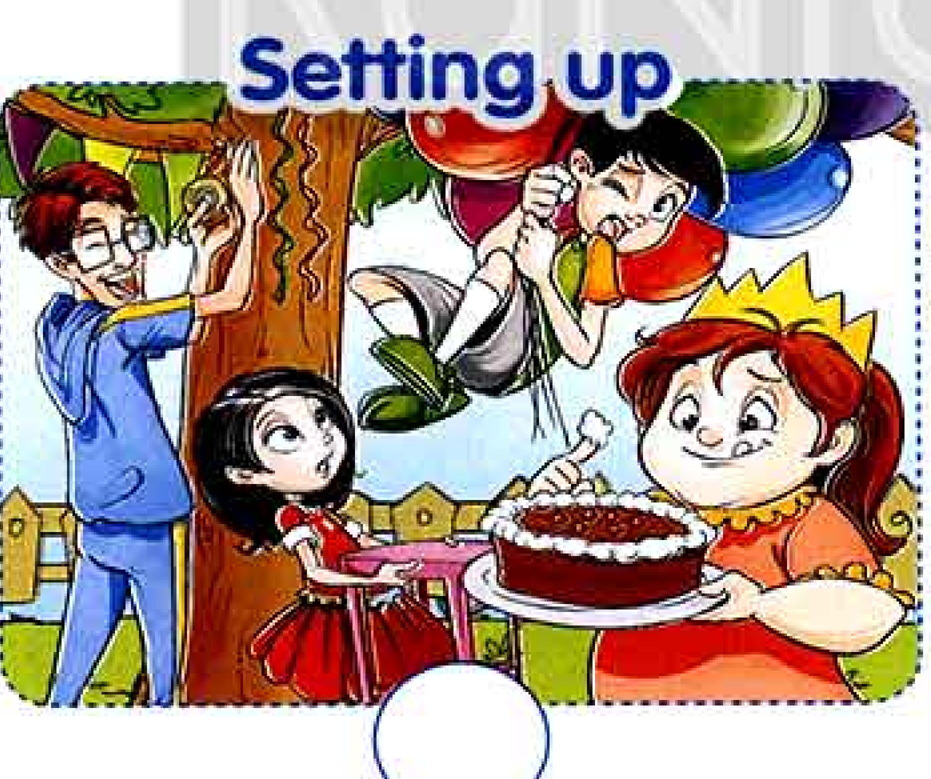
Cleaning up



Celebrate



Setting up



Guests arrive



- Discuss with your child how to prepare a party.
- Help your child to read sentences without a mistake.
- **Integration of subjects :** English (reading sentences) – Math (using numbers) – Economics and applied sciences (nutrition and food science).
- **Life skills :** Communication – Good listening.



Computers

Activity 1 Draw lines to match the shadows with the correct pictures.

Laptop

Mobile phone

Computer

Tablet

Notes for parents

- Discuss with your child different shapes of technology (Computers).
- Read with your child different names of computers.
- Integration of subjects : English (reading) – ICT (Identify technology components).
- Life skills : Observation – Setting clear goals.





Activity 2 **Trace the words then match each part of computer with its name.**

Mouse

Keyboard

Computer case

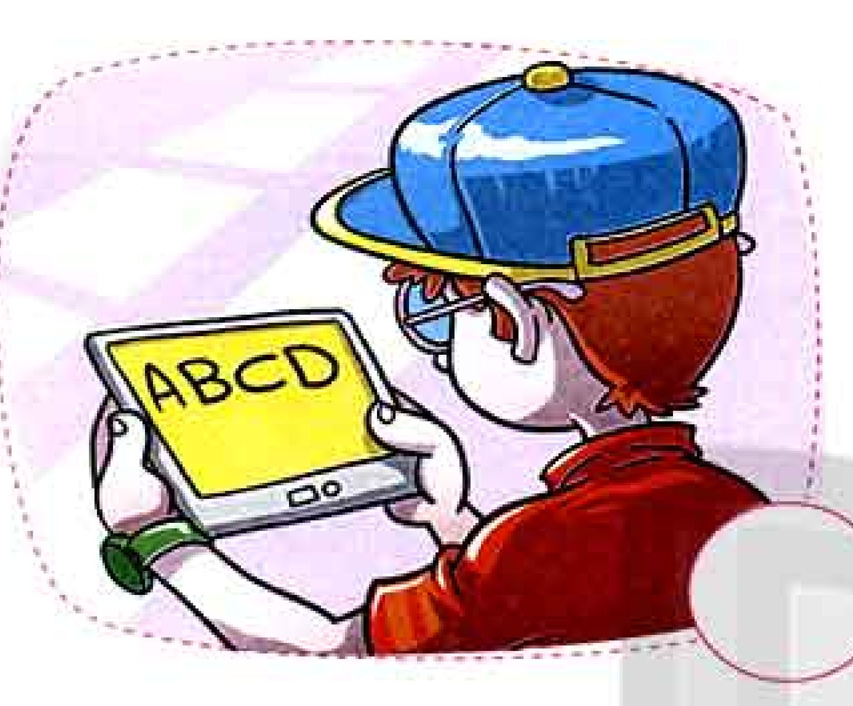


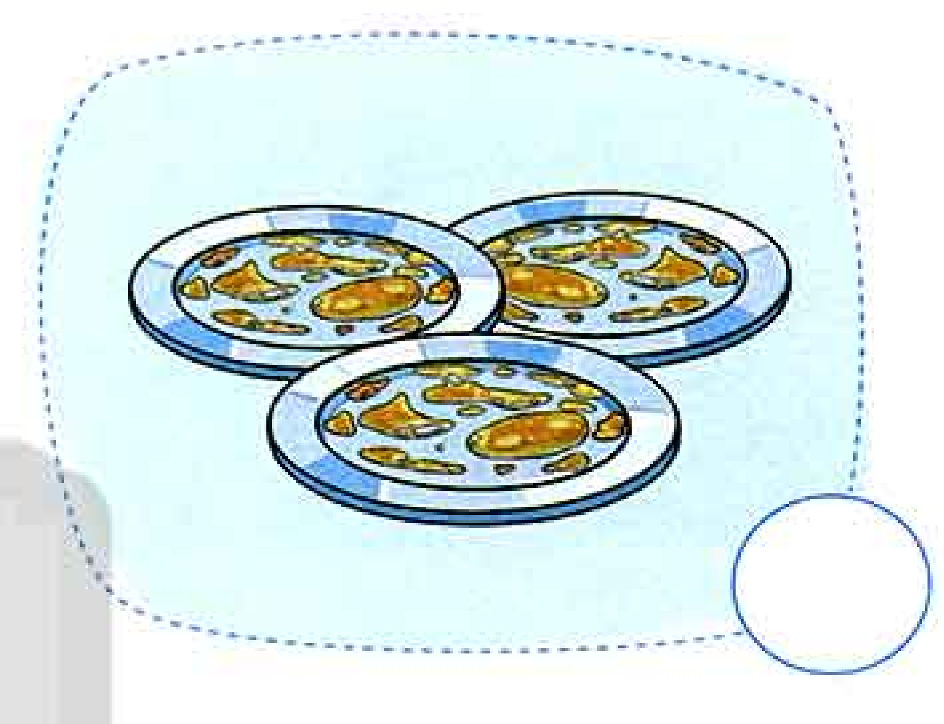
Monitor

- Discuss with your child parts of computer.
- With your child, read the names of computer's parts.

- **Integration of subjects :** English (reading) – ICT (Identify technology computers).
- **Life skills :** Discovering – Setting clear goals – Good listening.

Activity 3 Put ✓ on tasks of computers.













Notes for parents

- Discuss with your child examples of tasks of computers.
- Repeat with your child the following words (Computer – Tablet – Mobile phone – Laptop).
- **Integration of subjects :** English (repeating some words) – ICT (know tasks of computer).
- **Life skills :** Discovering – Good listening – Setting clear goal.




I have learned that

National celebrations such as :


New Year's Eve


Christmas


Eid Al Fitr



How to plan a party in garden by :

1 Setting up



2 Guests arrive



3 Guests eat



4 Cleaning up







Glossary

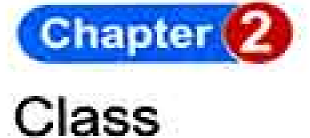
THEME



Who Am I ?

Chapter 1

Characteristics	خصائص	Violin	آلة الكمان
Same	نفس (ذاته)	Favorite	مفضل
Different	مختلف	Toy	لعبة
Swim	يعوم	Red	أحمر
Fly	يطير	Green	أخضر
Run	يجرى	Orange	برتقالى
Shapes	أشكال	Purple	بنفسجى
Square	مربع	Building	بناء (مبنى)
Circle	دائرة	Country	بلد
Rectangle	مستطيل	Tower	برج
Triangle	مثلث	Museum	متحف
Objects	أشياء	Food	طعام
Smaller than	أصغر من	Clothes	ملابس
Bigger than	أكبر من	Monuments	آثار
Portrait	صورة	Paragraph	فقرة
Blue	أزرق	Wear	يرتدى
Yellow	أصفر	How many ... ?	كم عدد ... ؟
Brown	بنى	Boys	أولاد
Bike	عجلة	Girls	بنات
Black	اسود	Geometric	هندسى
Milk	لبن	Puppet	دميه
Hair	شعر	Buttons	أزرار
Draw	يرسم	Sock	شراب
Banana	موزة	Cardboard	ورق مقوى
Football	كرة قدم	Mouth	فم
Eat	يأكل	Hot glue gun	مسدس غراء ساخن
Play	يلعب	Compass	فرجار (برجل)
Eyes	عيون	Scissors	مقص
Drink	يشرب	Wool	صوف
Ride	يركب	Vegetables	خضروات
Read	يقرأ	Fruits	فاكهة
Sister	أخت	Sweets	حلويات
Brother	أخ	Hobby	هواية
Younger than	أصغر من	Sport	رياضة
Older than	أكبر من	Giza	محافظة الجيزة
Juice	عصير	Body	جسم



Class	فصل
Family tree	شجرة العائلة
Members	أفراد
Grandparents	الأجداد
Aunt	خالة أو عمة
Parents	الأباء
Uncle	خال أو عم
Cooking	يطبخ
Shopping	يتسوق
Studying	يذاكر / يدرس
Sunday	يوم الأحد
Kitchen	مطبخ
Friday	يوم الجمعة
Market	سوق
Grandmother	الجدة
Monday	يوم الأثنين
Room	حجرة
Cleaning	ينظف
Caring	رعاية
Right	صح
Wrong	خطأ
Behaviors	سلوكيات
Shadow	الظل
Tool	الأداة
Recycle	إعادة تدوير
Collage	فن الكولاج/لصق
Art	فن
Plastic bottle	زجاجة بلاستيكية
Paper sheets	صفحات ورقية
Pencils	أقلام رصاص
Father	الأب
Cut	يقطع
Stick	يلزق
Lower part	الجزء السفلى
Cover	يغطى
Pencil case	مقلمة
Cousin	ابن أو ابنة/العم أو الخال
Mother	الأم
Library	مكتبة
Jobs	وظائف
Scientist	عالم
Farmer	مزارع أو فلاح
Fire fighter	رجل مطافى
Baker	خباز
Pens	أقلام جاف
Author	المؤلف
Hammer	شاكوش
X-rays	أشعة اكس
Flask	دورق
Tractor	جرار زراعى
Hose	خرطوم
Write	يكتب
Experiments	تجارب
Bread	خبز
Missing	المفقود
Puzzle	لغز
Bar graph	رسم بيانى
Murals	جداريات
School	مدرسة
Imagine	تخيل
Wall	جدار
Now	الآن
Future	المستقبل
Communities	مجتمعات
Foot	القدم
City	المدينة
Cairo	القاهرة
Inside	داخل
Below	أسفل
National Anthem	نشيد وطنى
Frame	البرواز (الإطار)
Flag	العَلم
Sing	يغنى
Piece	قطعة
Grow	يزرع
Crops	محاصيل
Area	منطقة أو مساحة
Across	عبر
Primary colors	الألوان الأساسية
Mixing	يخلط
New	جديد
Painting	يرسم



Chapter 3

Animal	حيوان
Illustrator	مصور / رسام
Title	عنوان
Book	كتاب
Book cover	غلاف الكتاب
Feet	أقدام
Walk	يمشى
Run	يجرى
Stay safe	يبقى بأمان
Donkey	حمار
Fox	ثعلب
Desert	الصحراء
Sand dunes	الكثبان الرملية
Need	يحتاج
Air	الهواء
Shelter	مأوى
Plants	نباتات
Lizard	سحلية
Insects	حشرات
Farm	مزرعة
Pull	يسحب
Wagon	مركبة
Carry	يحمل
Hooves	حوافر
Paws	كفوف
Jump	يقفز
Ears	الآذان
Eagle	نسر
Gazelle	الغزالة
Home	منزل
Nest	عش
Sea	بحر
Hole	فتحة
Feathers	الريش
Grasslands	الأراضى العشبية
Claws	المخالب
Meat	لحم
Horns	قرون
Needs	احتياجات
More than	أكثر من
Less than	أقل من
Jerboa	حيوان اليربوع
Hear	يسمع
Hop	يقفز
Underground	تحت الأرض
Burrows	الجحور
Horse	الحصان
Mouse	فأر
Size	حجم
Human	الإنسان
Nose	الأنف
Breathe	يتنفس
Smell	يشم
Taste	يتذوق
Clothes	ملابس
Box	صندوق
Tent	خيمة
Healthy	صحى
Unhealthy	غير صحى
Eggs	بيض
Fish	سمك
Yogurt	زبادى
Cheese	جبنة
Nuts	مكسرات (بندق)
Personal	شخصى
Egypt	مصر
Similar	مشابه
Hen	دجاجة
Duck	بطة
Pigeon	حمامة
Sheep	خروف
Cat	قطة
Dog	كلب
White	لون أبيض

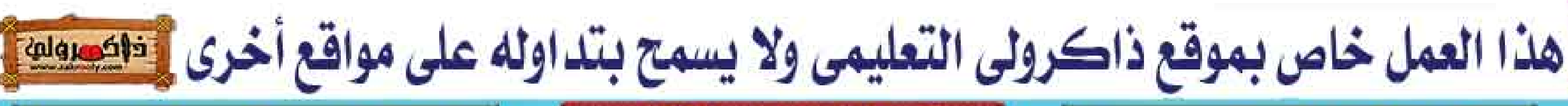


THEME 2 The World Around Me

Chapter 1

School yard	فناء المدرسة
Maze	متاهة
Living	حى
Non-living	غير حى
Interact	يتفاعل
Environment	البيئة
Nature	الطبيعة
Flower	زهرة
Stem	ساق النبات
Leaves	أوراق النبات
Roots	الجذور
Celery	كرفس
Colored water	ماء ملون
Absorption	امتصاص
Responsible	مسؤول
Function	وظيفة
Sunlight	ضوء الشمس
Soil	التربة
Bubbles	فقاقيع
Features	ملامح / مميزات
Forest	الغابة
Get	يحصل على
Transfer	ينقل
Hide	يختفى
Tiger	نمر
Cheetah	فهد
Chicken	دجاجة
Lion	الاسد
Brown bear	دب بنى
Teeth	الأسنان
Habitat	مسكن طبيعى
Fur	فرو
Importance	أهمية
Thick	سميك
Survive	ينجو
Weather	طقس

Examples	الأمثلة
Kid	طفل
Elephant	فيل
Visitor	زائر
Space	الفضاء
Hearing	السمع
Touch	اللمس
Sight	الرؤية
Map	خريطة
Mediterranean Sea	البحر المتوسط
River Nile	نهر النيل
Red Sea	البحر الأحمر
Lake Nasser	بحيرة ناصر
Sources	مصادر
Daytime	النهار
Sky	السماء
Sun	الشمس
Feel	يشعر
Heat	حرارة
Bicycle	دراجة
Butterfly	فراشة
Position	وضع
In front of	أمام
Behind	خلف
Left	اليسار
Right	اليمين
Investigating	التحقيق / فحص
Night	الليل
Sunrise	شروق الشمس
Sunset	غروب الشمس
Close	قريب
Bright	ساطع
Hot	ساخن
Far	بعيد
Cool	بارد
Shining	لامع
Moon	قمر





Star	نجمة
Location	موقع
Picture	صورة
Places	أماكن
Hospital	مستشفى
Parking lot	مكان وقوف السيارات
Park	متنزه

Chapter 2

Man-made	صنع الإنسان
World	العالم
Natural	طبيعى
Indicate	تشير أو تدل
Classification	تصنيف
Helps	مساعدات أو يساعد
Tasks	مهام
Work	يعمل أو عمل
Garden	حديقة
Designer	مصمم
Builder	عامل بناء
Gardener	مزارع
Home	منزل
Plan	خطة أو مخطط
Person	شخص
Agriculture	زراعة
Material	مادة
Rubber	مطاط
Wood	خشب
Metal	معدن
Meal	وجبة
Salad	سلطة
Grains	حبوب
Travel	يسافر
Transportations	مواصلات
Tracks	مسارات
Improving	تحسين
Intersection	تداخل
Celebrations	احتفالات
Happy	سعيد
Birthday	يوم الميلاد
Year	سنة
Revolution	ثورة
Day	يوم
Christmas tree	شجرة عيد الميلاد
Center	مركز
Lantern	فانوس
Top	قمة
Bottom	قاعدة
Invitation	دعوة
Party	حفلة
Date	تاريخ
Time	وقت
Guests	ضيوف
Celebrate	يحتفل
Setting up	إعداد
Arrive	يصل
Keyboard	لوحة مفاتيح
Monitor	شاشة